

CLEAR, CORRECT ENGLISH

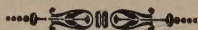
CLEAR, CORRECT ENGLISH

BY

ROY IVAN JOHNSON

HEAD ASSISTANT, HARRIS TEACHERS COLLEGE

ST. LOUIS PUBLIC SCHOOLS



ALLYN AND BACON

BOSTON
ATLANTA

NEW YORK
SAN FRANCISCO

CHICAGO
DALLAS

COPYRIGHT, 1926
BY ALLYN AND BACON

EAI

PRINTED IN THE UNITED STATES OF AMERICA BY
THE BERWICK & SMITH CO.

PREFACE

THE purpose of this text is to emphasize the two fundamental requirements of good English—clearness and correctness. The first part of the book is devoted to a discussion of *clearness* in English expression; the second part deals with *correctness*.

This bifocal treatment has the advantage of keeping constantly before the student the qualities by which his English will, in the majority of cases, be judged. It is true that certain special qualities of expression peculiar to the particular activity may be desirable in public speaking, round-table discussion, etc., but underlying *all* language usage, whatever the occasion for its use may be, are the two requirements emphasized in this text. A frank acknowledgment of this fact and a direct approach to the treatment of clearness and correctness will, it is believed, stimulate the student to more purposeful study.

Effort has been made to adapt the content of the book to practical student needs. The selection of the subject-matter was based upon an extended observation of weaknesses in student compositions both in high school and in college; and the suggested exercises were, in most cases, developed through classroom experience and successfully tried out with different groups of students.

Special attention is called to the value of the ap-

pendices (pages 115 to 159). Both student and teacher should become familiar with the subject-matter of each appendix so that reference to it may be made at the appropriate time and the material which is presented may be used in the most helpful manner.

This manual of good English is designed to serve not only as a basis of class study but also as a convenient handbook which the individual student may use as a means of self-improvement.

R. I. J.

ST. LOUIS, MO.

April 19, 1926

CONTENTS

PREFACE	v
CLEARNESS	
The Mere Matter of Voice—Distinct Utterance—Words to Watch—Upward Inflection—Obstacles to Clearness—Ambiguous Construction—Words with Wrong Meanings—Limited Vocabulary—Etymology—Complicated Sentence Structure—Irrelevant Material—Omission of Important Details—Vagueness of Ideas—Failure to Utilize the Known—Mixed Figures—Concrete Illustrations—Illogical Arrangement of Ideas—Weak Transitions—Summarizing List of Cautions and Suggestions	
CORRECTNESS	39
Importance of Correct English—Correctness and Clearness—What Correctness Includes—Capital Letters—The Apostrophe—Quotation Marks—Other Marks of Punctuation—The Comma—The Semicolon—The Colon—The Dash—Spelling—Adjectives and Adverbs—Pronouns—Case—Verbs—Prepositions and Conjunctions—The Structure of the Sentence—The Study of Words—Pronunciation—Mistakes in Diction.	
APPENDICES	115
Turn to the Right—Additional Exercises—English Accuracy Test—Sample Word Lists—Suggested Topics for Composition—Outlines—Fourteen Points on Good Manuscript Form.	
INDEX	161

CLEAR, CORRECT ENGLISH
PART I

CLEARNESS

CLEARNESS

✓

1. **Clearness Through the Use of Words.**—Language is often defined as a means of conveying thought. If this is true, then there are many kinds of language such as signs, gestures, words. But usually when we speak of language we mean the series of words by which we are able to give *precise expression* to our thoughts and feelings. We may show a general feeling of pleasure by a smile, a laugh, a happy shout, but to give *definite meaning* to such expressions of feeling we usually resort to words. For example, "The score was 6 to 0 in our favor" makes the reason for our happiness perfectly clear. By the use of words we explain ourselves, we make ourselves understood.

2. **Striving Toward Clearness.**—Sometimes, however, words are used in such a way as to produce confusion of meaning rather than clearness of meaning. Such instances make us recognize the need of greater skill in the use of words. But to effect a permanent improvement in the exercise of any skill, we must do more than recognize the *need* of improvement. The mere knowledge of the fact that a stiff-arm stroke, for example, is necessary to good golf playing will not make a good golf player. The player must develop the stiff-arm *habit*. Likewise, if we are to attain a greater degree of clearness in expression, we must develop, by

careful attention to our speaking and writing, those habits which *make for clearness*.

Many persons discover their way toward more effective English, just as many golf players discover their way toward more effective golf. But in the effort to master any art we find that we can make more rapid progress if we observe the suggestions and cautions given by those who have made a careful study of the difficulties involved. A number of helpful suggestions concerning clearness in speaking and in writing will be found on the following pages.

THE MERE MATTER OF VOICE

3. **Distinct Utterance.**—In oral expression the thought is often greatly obscured by carelessness in speaking. Suppose you ask yourself certain questions about your voice habits:

Do you “mouth” your words? Do you “run your words together”? Do you drawl? Do you slur your final syllables? Do you talk too low? Do you talk “through your nose”? Do you stumble over difficult words?

All these questions have to do with habits which make clear, distinct speech impossible. For the most part such habits are due to carelessness on the part of the speaker. If carelessness is the cause, then careful use of the vocal organs and a patient, steady effort to give words their proper sounds will correct the fault.

One device which is often helpful in improving one’s enunciation is the repetition of tongue-twisting sentences. For example:

A Sioux City shoe salesman shot Sue Shale’s six suitors.

While this is good fun, the exercise is probably not so beneficial as the reading aloud of certain selected paragraphs or sentences which express reasonable ideas and whose wording is sensible and natural.

4. Exercise.—Read the following selections aloud, making an especial effort to utter every sound correctly:

Finally the long grass, intermixed with weeds and wild-flowers, waves on the uppermost height of the shattered rampart; and it is exceedingly pleasant in the golden sunshine of the afternoon to behold the warlike precinct so friendly in its old days, and so overgrown with rural peace. In its guard rooms, its prison chambers, and scooped out of its ponderous breadth, there are dwellings nowadays where happy human lives are spent.

—HAWTHORNE: *The Marble Faun*.

This, then, I believe to be,—will you not admit it to be?—the woman's true place and power. But do not you see that to fulfill this, she must—as far as one can use such terms of a human creature—be incapable of error? So far as she rules, all must be right, or nothing is. She must be enduringly, incorruptibly good; instinctively, infallibly wise—wise not for self-development, but for self-renunciation; wise not that she may set herself above her husband, but that she may never fail from his side; wise not with the narrowness of insolent and loveless pride, but with the passionate gentleness of an infinitely variable, because infinitely applicable, modesty of service—the true changefulness of woman.

—RUSKIN: *Sesame and Lilies*.

5. Words to Watch.—In speaking or reading, we often neglect certain syllables or letters in many of the words we use. Note, for example, the words in the following list:

WORDS TO WATCH

children (not childern)	government (not goverment)
company (not comp'ny)	governor (not gov'nor)
accidentally (not accidently)	everybody (not everbody)
caramel (not carmel)	generally (not generly)

February (not Febwary)	ponderous (not pondrous)
strictly (not strickly)	nowadays (not nowdays)
when (not wen)	temperament (not temperment)
grammatically (not grammaticly)	surprise (not supprise)
organically (not organicy)	family (not famly)
occasionally (not occasionally)	library (not library)
sociology (not soc'ology)	laboratory (not labatory)
finally (not finely)	probably (not probly)

Expand this list by adding to it other words which are similarly abused in pronunciation.

6. That Upward Inflection.—It is important to give attention not only to the enunciation of the separate words in a spoken sentence but also to the inflection of the voice.¹ If a declarative sentence is uttered with a final upward inflection, it expresses doubt instead of certainty. It changes a statement of fact into a question. Some sentences, however, which are declarative in form are intended to be interrogative in meaning. For example: “You failed in your history examination?” is declarative in form; but the question mark gives the sentence full interrogative value. But if the upward inflection of voice at the end of a declarative sentence is allowed to become habitual, the expression of one’s thought loses much of its force.

Sometimes a student finds it hard to improve his speech in this respect because his ear does not distinguish easily between rising and falling inflections. For practice in making these distinctions, read the following sentences aloud, using a downward inflection of voice for the words in *italics* and an upward inflection for the words in *small capitals*:

¹Inflection, as applied to the voice, means a change in pitch or tone.

He has everything to *gain*.

He has everything to *GAIN* and nothing to *lose*.

"He who plants a *TREE*
Plants a *hope*."

Q—What is your name?

A—John Henry *Sellinger*.¹

CHIEF OBSTACLES TO CLEARNESS IN COMPOSITION

Having considered briefly some of the points necessary to clearness in speaking, we shall discuss in greater detail the requirements of clearness in composition. In the obstacles to clearness which are taken up on the following pages,² some of the common causes of weakness in composition work will be found.

7. Ambiguous Construction.—An ambiguous sentence is a sentence of doubtful meaning. Following are examples of the commonest types of ambiguous sentence structure:

(a). Ambiguity due to faulty reference of pronouns.

1. Arnold told the judge he had not seen his brother since he was arrested.

2. Elias Brown's father moved with his wife and family to Missouri when he was only ten years old.

¹Read the answer, "John Henry *SELLINGER*," with a rising inflection. Note that the reply has been robbed of its positive tone. Guard especially against the upward inflection in your answers to questions in class recitation.

²It will be noted that incorrectness of grammatical form is not treated as one of the obstacles to clearness, for an expression may be clear without being correct in every respect. In every-day playground conversation, bad grammar interferes very little with clear understanding. Correctness, however, is a fundamental requirement of good English and will be taken up later as a separate topic. It is mentioned here in order to emphasize the fact that each of these two qualities, clearness and correctness, has its own independent values.

3. Helen answered all the questions which the teacher asked but she was not satisfied with her recitation.

4. Jim began coasting down hill, which went on till noon.

5. He wanted to eat some of the turkey, but the doctor refused it.

6. A college graduate can tell you many of its benefits.

(b). Ambiguity resulting from disconnected (or dangling) expressions.

7. Walking down Eighth Street from the north, the University columns can be seen.

8. Hanging from the eaves, we could see the long icicles glistening in the sun.

9. Upon waking in the morning, the sun was already ~~an~~ hour high.

10. After eating dinner, the dishes had to be washed.

11. Light as a feather, we could see the canoe rise on the crest of each wave.

(c). Ambiguity caused by the use of elliptical¹ clauses.

12. While riding across the valley, the distant snow-capped peak could be seen.

13. When walking in the park yesterday, the flowers seemed especially beautiful.

(d). Ambiguity due to misplaced modifiers.

14. Stephen was sitting near the fire which had just been started in a heavy overcoat.

15. We spent all the money we had earned while doing our Christmas shopping.

(e). Ambiguous co-ordination.²

16. She saw him when he fell and called for help.

17. He waited until after the sun rose and started down the mountain.

¹Clauses from which certain parts have been omitted are called elliptical clauses.

²Coördinate elements in a sentence are those which occupy positions of equal value.

Suggested revisions for sentences 1, 6, 7, 12, and 14 are given below:

1. Arnold said to the judge, "I have not seen my brother since I was arrested."

6. A college graduate can tell you many benefits of a college education.

7. Walking down Eighth Street from the north, one can see the University columns.

12. While riding across the valley, we could see the distant snow-capped peak.

14. Stephen, wearing a heavy overcoat, was sitting near the fire which had just been started.

8. **Exercise.**—Suggest methods of revising the rest of the seventeen illustrative sentences given above.

9. **Exercise.**—Following is a paragraph from a letter written by a young man to his friend Bill. Revise the sentences which contain ambiguous constructions.

DEAR BILL:

. . . I wish you could have been with the fellows at the watermelon feast. There were nine of them—and all ripe. And tomorrow night there is to be a dinner at Hinkle's Café . . . Jimmy Brown is going to dress up in one of his funny costumes and sing a comic song. He will wear that white, shoestring fringe around his neck that looks so much like spaghetti. Speaking of dinners, the big pelican at the zoo got into the aquarium last week and ate up all the fish before they could drive him out. . . .

10. **Two Reasonable Possibilities.**—In most instances of ambiguous construction, it is easy to distinguish between the *intended* meaning and the *actual* (or literal) meaning. For example, from "Walking along the seashore, the giant ships could be seen," no one will derive the idea that the *ships* were walking along the shore, although that is what the sentence

actually *says*. But sometimes the intended meaning and the literal meaning both present reasonable possibilities. For example:

In talking to the professor, he said that he had seen me before.
[Are there two persons involved here?—or three?]

He bought a cover for the couch four feet wide. [A four-foot couch? Or a four-foot cover?]

The lost child was found sitting on the cellar steps by ■ small boy
[Found by a boy? Or *sitting* by a boy?]

11. Exercise: *Vague or Ambiguous Reference*.—Improve the following sentences:

1. If one lives near an ice plant, he can get it very easily all during the summer.

2. The baby was asleep in its wicker basket. It was a new one which we had had only ■ few days.

3. The game was played on a very muddy field which resulted in ■ score of 6 to 0.

4. His uncle agreed to give him a liberal allowance when he came back from England.

5. Madam Luski, the fortune teller, told the woman what she had dreamed.

6. In spite of warnings, he continued to point the gun at his head, which was very foolish.

7. The Pacific fleet spent most of the year there.

8. He refused to answer the question, which was very unwise.

12. Exercise: *Elliptical Clauses and Disconnected Expressions*.—Improve the following sentences:

1. While roaming through the rooms of the palace, a number of pictures attracted our attention.

2. Coming unexpectedly upon the scene, it far surpassed our expectations.

3. Cold as they were, the glowing embers soon warmed our feet.

4. While standing in the doorway, the road could be seen plainly.

5. After wrapping the packages, they should be sent to the delivery room.

6. Upon returning from a vacation trip last summer, the roof of our house had to be repaired.

7. Happening not to know the lesson to-day, the teacher asked me more questions than usual.

8. Tired and discouraged, the evening sun found the two travelers no nearer their destination than they were in the morning.

9. Since hearing Dr. Townsend's lecture on "Animals in Africa," the elephants in the Forest Park Zoo have been much more interesting to me.

10. We seized a small raft and, after drifting for two hours, the lighthouse could be seen to the east.

13. Exercise: *Ambiguous Co-ordination and Misplaced Modifiers.*—Improve the following sentences:

1. They required a certificate stating that she was in good health and signed by the doctor.

2. She promised to go when the train whistled but failed to leave.

3. He put the package on the table tied with a heavy cord.

4. He ate the persimmons which he had gathered as he sat by the fire.

5. They broke down the door on the front porch which had been locked from the inside.

6. There was no way to reach the house by the main road.

7. He held a pair of gloves in his hands which were too small for him.

8. She placed a cover on the couch which had just been laundered.

9. She sat at the piano while he sang and played his accompaniment.

10. The carpenters are replacing the roof of the house which was destroyed by fire.

11. I cannot tell you how helpful your booklet has been to me and your articles on refurnishing.

12. Sometime ago I wrote you for advice on furnishing my home, which I appreciate very much.

14. Using Words with Wrong Meanings.—If two persons have different ideas as to the meaning of a word, they will not be able to use that word effectively

as a medium of communication. Recently in a class report a student referred to the "aqueducts" which were being built by a certain city. As a matter of fact, the city was building *viaducts*. Such instances of misusage are not uncommon. They suggest the twisted vocabulary of Mrs. Malaprop:

. . . I would by no means wish a daughter of mine to be a progeny of learning; I don't think so much learning becomes a young woman: for instance, I would never let her meddle with Greek, or Hebrew, or algebra, or simony, or fluxions, or paradoxes, or such inflammatory branches of learning—neither would it be necessary for her to handle any of your mathematical, astronomical, diabolical instruments.—But, Sir Anthony, I would send her, at nine years old, to a boarding school, in order to learn a little ingenuity and artifice. Then, sir, she should have a supercilious knowledge in accounts;—and as she grew up, I would have her instructed in geometry, that she might know something of the contagious countries;—but above all, Sir Anthony, she should be mistress of orthodoxy, that she might not misspell and mispronounce words so shamefully as girls usually do; and likewise that she might reprehend the true meaning of what she is saying. This, Sir Anthony, is what I would have a woman know;—and I don't think there is a superstitious article in it.¹

—Mrs. Malaprop in Sheridan's *Rivals*.

In a test given recently to a class of college freshmen, twenty-five per cent of the students who *thought they knew* how to use the word "temerity" defined it as meaning "timidity." Persons who thus misunderstand the word are, of course, contradicting their own thought when they use such sentences as "I was amazed at the temerity he showed in asking the question." They are *thinking* one thing, but *saying* its opposite. Such confusion often arises in the use of words closely

¹Such errors as occur here have come to be known as "Malapropisms." Supply, wherever you can, the word which Mrs. Malaprop should have used.

related in thought or associated through similarity of sound.¹

15. Exercise.—Following is a list of words whose meanings are sometimes confused in the minds of students. Make clear distinctions between the words.²

accept—except	disinterested—uninterested
affect—effect	exceptional—exceptionable
allusion—illusion	healthy—healthful
ascetic—aesthetic—acetic	human—humane
contagious—infectious	immigration—emigration
contemptible—contemptuous	imply—infer
council—counsel	precedence—precedents
decided—decisive	statue—statute—stature
discovery—invention	transpire—happen
disinherit—disown	vocation—avocation

16. Exercise.—Try to explain the difference in meaning between the following synonyms. In many cases the shade of difference will be hard to express, though the difference may be *felt* when the words are used in context.

Debate, argument, dispute,³ controversy.

Defend, shield, cover, protect, guard.

Age, time, period, generation, date, era, epoch.

¹Even words which are said to have the same meaning (synonyms) cannot always be interchanged without affecting, in some measure, the thought of the sentence. Search for the *exact* word; do not be satisfied with one which *almost* expresses the meaning.

²A more extended list of common errors in diction will be found on page 107. It is obvious that proper word usage must be considered in connection with both clearness and correctness. It is emphasized, therefore, in both of the main divisions of this text.

³It is interesting to take one of the synonyms (e. g., *dispute*) and find, in turn, *its* synonyms as given by an unabridged dictionary. These synonyms of synonyms often indicate very clearly a word's chief meaning, or that particular phase of meaning which distinguishes it from words of kindred thought.

Prominent, eminent, distinguished, famous, illustrious, celebrated, manifest, obvious, marked, noticeable.

17. **Exercise.**—In order to make the thought of the following sentences as vivid as possible, insert in the blanks words of more definite meaning than the general term at the end of the sentence (e.g., instead of “walked” in the first sentence, you may use “ran,” “raced,” “rushed,” “sneaked,” “sauntered,” “strode,” etc.):

1. He strode across the campus (walked).
2. He regarded the strange visitor (looked at).
3. She laughed when she came into the room (laughed).
4. He spoke on the subject for an hour (spoke).
5. He said that he saw us (said).

18. **A Limited Vocabulary.**—The more completely a person knows the tools of his trade, the better the results of his work will be. The tools of English speech are the words of the English vocabulary. As a person increases his vocabulary, therefore, he increases his ability to express his ideas clearly and forcefully.

For this reason, it is important for us to form the habit of *giving attention to new words*. Too often we pass over them in our reading as we would pass over blurs on a page, hoping that the rest of the sentence will supply the missing meaning. And often the sentence *does* suggest the proper meaning; but in order to establish a permanent connection between the new word and its meaning, we should, in some way, fix the word in our minds.¹

¹Note the following suggestions for fixing a new word in the mind:

1. *Want* to learn it.
2. Recognize it ■ new.

It is easy for the mind to attach false meanings to a word. And unless we are alert in our observation of word usage, these false meanings may persist. In a definition test which was given to a group of college freshmen, the students were asked *not* to attempt to define any word unless they *thought they knew* its meaning. The purpose of this request was to eliminate, so far as possible, mere "guess-work." Following are some of the incorrect definitions which were offered:¹

- CUPIDITY—relates to love-making.
- PASTORAL—religious, sacred.
- CONTOUR—a long journey.
- SATYR—a style of writing.
- COMA—a punctuation mark.
- EPOCH—refers to literature.
- FELICITY—ease.
- COMFIT—to make comfortable.
- LINEAMENT—a medical preparation.
- TACITURN—a Latin writer.
- GARBLE—refers to a kind of noise made by geese.

19. Exercise.—Make a vocabulary study list for yourself by recording in your notebook the unfamiliar words which you encounter in your daily reading in the course of a week. A composite word list may be made by combining a number of the individual lists submitted. A sample study list which was built up in this

3. Say it aloud (or in a whisper) in order to get the feel of it on your tongue and in your throat.

4. Ask yourself, "What is its probable meaning in the light of the rest of the sentence?"

5. Verify your "best guess" by reference to a dictionary.

6. Try to think of a different context in which the word might be used.

7. When you meet it again, recognize it as an acquaintance. It will soon become a friend.

¹It is easily seen that these errors in definition are caused mainly by false associations due to similarity of sound; e. g., "cupid" and "cupidity."

manner is given on page 143. In order that the words may be suitable for general class study, all strictly technical and scientific terms should be omitted.

The purpose of this exercise is to emphasize the importance of studying new words as they occur in actual usage and to give additional practice in dictionary reference. A good dictionary is a mine of information about words. Students who have discovered its value will turn to it more and more frequently for assistance in settling questions of word meaning. The "dictionary habit" is an excellent habit to cultivate.

20. Etymology.—The science which deals with the derivation of words is called etymology. It is not the purpose of this text to attempt any complete treatment of that subject, but it is so closely associated with the clear understanding and appreciation of words that it must receive at least brief mention.

In any extensive study of word origins, the student should have some knowledge of other languages. But it is possible, even without that knowledge, to develop a fascinating interest in the history of words and their meanings. A word becomes richer in its associations when we learn something of its individual history—its "experiences" in the world of words and ideas. And this more intimate knowledge of words brings not only increased ability to interpret literature but also increased facility in the choice of forceful and precise expressions.

The following exercise will give you some idea of the process of language growth as well as an enlarged appreciation of the meaning of each word in the list.

It will also give you additional practice in "getting acquainted with your dictionary."

21. Exercise.—By consulting an unabridged dictionary¹ discover the origin, or original meaning, of each word in the following list:

alarm	cereal	jilt	robe
alderman	chapel	jubilee	salary
ambition	chess	lady	sandwich
apricot	cubit	larboard	scruple
apron	curfew	lord	silly
aster	disaster	lunatic	starboard
astonish	dismal	macadam	surly
bankrupt	dollar	milliner	tulip
bead	fee	money	umpire
bedlam	fret	nice	vellum
book	furlong	orange	villain
bridal	gossip	pawn	virtue
calculation	grocer	pecuniary	volcano
cancel	guest	person	volume
cannon	hàrangue	phæton	wassail
cash	italics	road	wrong

22. Complicated Sentence Structure.—Long and complicated sentences are hard to understand on first reading. For purposes of everyday communication, simple, direct constructions are better. A sentence which contains numerous modifying clauses and phrases may be correct grammatically, but it is likely to overtax the attention of the reader.

Long and complicated sentences also cause difficulty in oral composition. A speaker who attempts to put too much in a sentence often forgets just how he began

¹If the student is especially interested in this subject, he will find it desirable to refer to a dictionary of etymology for a somewhat fuller history of the words.

and is forced to leave the sentence unfinished. If we have the habit of breaking off sentences before our thought is fully expressed, our speech will lack clearness and forcefulness. We should see our sentences through to the end.

A sentence is like a ship. It can be brought safely into the harbor of understanding; or it can drift out of its chartered course so frequently that there is danger of its not making port.

23. Exercise.—The following is an example of “interrupted” sentence structure. The fault is a common one in extemporaneous speeches. Rewrite the paragraph, carrying each sentence out to a logical completion.

Having a purpose is one of the great secrets of living, for if one knows—— In fact, how can one succeed in achieving a worthwhile goal if his purposes are continually changing? Like Robert Burns, who was capable of so much and who accomplished so little, whose career so well illustrates the tragedy of vacillating purpose—— His life was only a fragment of what it might have been.

24. Exercise.—Simplify the following constructions. Use as many sentences as the thought seems to require.

In order to make the law effective and keep those who move after the enumeration of the district has been taken from being without accurate check on the school records, a law which would require children moving from one district to another to have the teacher notify the superintendent of the change and state into what district they were going—in case they were moving within the city—would be desirable.

For the college girl who is so inexperienced in the art of packing that mother feels it her duty to send a special delivery letter just before the Christmas vacation naming the things she must bring and the things she need not bring, packing a trunk is a real responsi-

bility not to be lightly ignored and a task which, sooner or later, she must learn to accomplish without the aid of timely special delivery letters of instruction, for unless self-dependence in such everyday tasks as packing a trunk properly in the process of preparing for a vacation trip is cultivated, a person will not learn how to meet other duties, perhaps of much greater importance, and perform them successfully without the embarrassment of continually advertising his helplessness by running to other people for assistance.

When you are writing or speaking, remember that your sentences may become so complex by the introduction of numerous modifying phrases and clauses, which, though they express ideas which are related to the main thought of the sentence, are likely to confuse the reader or listener by overcrowding the sentence with subordinate details, that your thought will not be clearly understood by your readers—or your audience, as the case may be.

25. Irrelevant Material.—Irrelevant material is material which “doesn’t belong” to the subject being discussed. It is not related to the main thought. Therefore, when such material is included, it confuses the reader. This requirement of clearness which calls for the selection of material with respect to its relevancy is usually referred to as the principle of unity.¹ Perhaps it is more commonly violated in oral English than in written English. “Getting off the subject” is one of the cardinal sins in oral discussion. But wherever it occurs, it exhibits a weakness in thinking.²

¹If the student is not already familiar with the derivation of the word “unity,” he should turn to his dictionary and discover the kinship between “unity” and “one.”

²It is interesting to note that the ability to make *logical associations* is called for in many intelligence tests. Following is an extract from one of the earlier editions of the Otis Group Intelligence Scale:

Directions: Find the way in which the first three things on a line are alike. Then look at the five other things on the same line and draw a line under the one that is *most* like the first three.

1. red, white, green rose, paper, grass, soft, blue.
2. apple, peach, pear seed, tree, plum, juice, peel.

26. **Exercise.**—The following story is not effectively told. Details have been included which have little or no bearing upon the point of the narrative. Rewrite the story leaving out all irrelevant material. Try beginning with "One cold winter day."

The person whose tongue refuses to say the right word at the right time will appreciate the following story:

A certain man, whose name was Dick Brown—or perhaps it was Arthur Brown—the name, of course, really doesn't matter—but this man—we'll call him *Mr. Brown*—was fond of repeating to his family (he had a wife and two children) bits of humor which he had heard during the day. He worked in an insurance office and was always glad to get home in the evening to his house on Thirty-fourth Terrace.

One cold winter day as *Mr. Brown* was returning home, he saw a man sitting on the icy sidewalk just about the middle of the block. He ran up to him and said, "My dear sir, how did you happen to fall down?"

3. pan, bowl, basket pail, handle, knife, fork, spoon.
4. snake, cow, sparrow tree, doll, pig, feather, skin.
5. ship, bicycle, carriage sail, automobile, wheel, ocean, harness.
6. cannonball, wire, penny dollar bill, bone, string, pencil, key.
7. president, captain, general ship, army, king, republic, soldier.
8. book, teacher, newspaper pencil, magazine, ink, card, box.
9. ax, knife, shears hammer, razor, hoe, rake, fork.
10. ivory, snow, milk butter, rain, cold, cotton, water.
11. day, say, gay night, said, joy, happy, lay.
12. nut, turnip, potato shell, tree, bush, milk, apple.
13. strong, bad, fast and, man, soon, round, come.
14. generous, kind, honest strong, selfish, wise, loyal, rich.
15. joy, anger, fear habit, memory, hate, life, hearing.

SUGGESTED EXERCISE. Following is a miscellaneous list of objects. Arrange them in groups of three according to some natural relationship. Use some simple basis of grouping, such as *use, color, shape*, etc.

paste	flowers	disc	circle
spoon	oranges	fork	wheel
paper	grass	comet	moon
bell	nest	star	house
emerald	hut	scrapbook	knife
lamp	wire	Christmas tree	shears
apples	ink	balloon	vase
kite	candle	pen	airplane
water	torch	nuts	telephone

The man, who was somewhat past middle age, solemnly replied, "Notwithstanding."

When Mr. Brown reached home, he said to his wife, whose name was Mary, "Mary, I heard a man make a very droll remark to-day. He had just fallen down, and when I asked him how he happened to fall, he looked up very seriously and said, 'Nevertheless.'"

Mary laughed dutifully, but she remarked to herself that her husband's jokes were getting poorer each day.

27. Exercise.—In giving directions it is important to "stick to the subject." Cross out all irrelevant material in the following:

HOW TO GET TO CONNOR'S GROCERY

To get to Connor's grocery—Mr. Connor used to own a drug store, too—go south three blocks; turn west on Third Street, which is to be paved next summer—that street is pretty bad, but unless you go a long way around you will have to turn on Third; then just after you pass the high school building, which was finished two years ago while Mr. Martin was superintendent, turn north again and go about one half a block.

THE WAY TO UNION STATION

Go two blocks west to the Marlborough car line—it isn't a very good line because you always have to wait a long time for a car—and take a car going south. After you get on the car, be sure to get a seat on the right-hand side so that you can see the new archway at the entrance of the park. It's a very beautiful memorial given by Sampson W. Bigelow, the shoe manufacturer. He gave the park to the town, too. You transfer at Twelfth Street to a Union car going west. You could go on and transfer at Tenth and Ripley but it would take you a little longer that way. We used to transfer at Fifteenth, but they changed the route the first of December. After you ride eight or ten blocks on the Union car, you will be at the station.

28. Exercise.—Arrange a round-table discussion in class on a selected topic.¹ Each member of the class

¹For suggested topics for round-table discussion see Appendix E.

should take part in the discussion and should see that his remarks are *pertinent*. That is, he should "stick to the subject."

29. Omission of Important Details.—Failure to include important details often prevents complete understanding. This fault is noticeable in many types of expression, but it is especially common in explaining or describing an object and in giving directions (e. g., the statement of recipes).

In writing a certain salad recipe, a home economics student failed to state that the oil should be added *a drop at a time*. She understood the recipe herself, but she forgot that those who would read it might *not* know that important detail concerning the oil. In describing the amoeba, a student in zoölogy neglected to give any indication of its size. A person not already familiar with the subject might easily have formed a mental picture of an animal the size of a jellyfish. The superintendent of a mail-order department announced recently that many orders which are received by the department cannot be satisfactorily filled because the persons who send the orders fail to state such important information as sizes required or colors desired. Many other instances might be cited to show how lack of clearness is caused by the omission of important details.

The partial definition is also an illustration of this fault. Note the incompleteness of the definitions in the next exercise.

30. Exercise.—Supply the missing material in the following definitions. Note that a complete definition

gives (1) the *general class* to which an object belongs and (2) the *particular characteristics* which distinguish the object from other members of that class.

1. A *bayonet* is a pointed instrument.
2. A *corporal* is an officer in a company of infantry.
3. A *dromedary* is a kind of camel.
4. A *gladiator* was a Roman fighter.
5. A *guinea* is an old English coin.
6. A *harpoon* is an instrument used for killing large fish.
7. *Ivory* is a white, hard substance.
8. A *katydid* is a large insect.
9. A *pelican* is a web-footed bird.
10. A *spur* is an implement used by a rider to urge his horse forward.
11. A *square* is a plane, four-sided figure.
12. A *stage* is an elevated platform.
13. *Styx* is the name of a river.
14. An *umbrella* is a kind of shade or protection against sun or rain.
15. The *walrus* is an animal found in the Arctic regions.

31. Exercise.—Explain a game or a difficult mechanical process for someone who is not familiar with it. See that no essential details are omitted from your explanation.

32. Vagueness of Ideas.—Lack of clearness in thought expression may often be explained by lack of clearness in thinking. A person who “knows it but can’t tell it” probably doesn’t know it *well enough* to tell it. The mere necessity of expression, however, frequently helps us to clarify our thought by compelling us to analyze our ideas. It stimulates us to more definite thinking.

No expression can be clearer than the impression upon which it is based. Before we can tell somebody

else, for example, what a Browning poem means, we must have a pretty good understanding of it ourselves. We cannot discuss any question intelligently unless we have some definite information about it. We can not describe a scene, narrate an incident, or explain a problem, with a satisfactory degree of clearness, unless our own impressions of the subject are clear and definite. Clearness of expression must proceed from clearness of impression.

33. Exercise.— agueness of ideas may result from a failure to gain a clear conception of the matter in the first place, or it may be due to a “fading out” of ideas which we once had clearly in mind. Whatever may be the reason, we find ourselves handicapped when we attempt to discuss a subject about which we have only vague impressions.

Test yourself by trying to give the content of a poem or a story which you read several years ago. Take, for example, the following questions based on “The Lady of the Lake.” Do any of them strike “blank spots” in your memory?

1. Who was Ellen?
2. Who was Clan-Alpine’s chief?
3. How were the clansmen summoned to the gathering?
4. How many messengers were required to summon the clan?
5. What was the “prophecy” which is the subject of one of the cantos?
6. Who was Red Murdoch?
7. Who was Blanche of Devon?
8. What happened at Coilantogle ford?
9. To whom is Ellen betrothed in the story?
10. Who proved himself champion in the sports in Castle-park?
11. Where did the Clan-Alpine chieftain die?

34. Failure to Utilize the Known.—People think in terms of what they already know. They build new experience upon old experience. Therefore, in attempting to express clearly any new idea, we often make *comparisons with the familiar*. Metaphors and similes grow out of this natural device for giving our thoughts clear expression. Note the figures of speech in the following lines from “The Highwayman” by Alfred Noyes:

“The *wind was a torrent of darkness* among the gusty trees,
The *moon was a ghostly galleon* tossed upon cloudy seas,
The *road was a ribbon of moonlight* over the purple moor,
And the highwayman came riding,
Riding, riding,
The highwayman came riding, up to the old inn-door.”

The mind responds easily to comparisons. “Tell me what it was *like*,” we say,—not, “Describe it to me.” We use hundreds of expressions daily which employ the principle of comparison: *V-shaped*, *ball-like*, *hook-nosed*, *stove-pipe hat*, etc. Many of our commonest words are forgotten figures of speech (e.g., the *daisy* is the *day’s eye*).

35. Exercise.—In the following quotations, point out the effective instances of expressed or implied comparison.

1. Why should we be in such desperate haste to succeed and in such desperate enterprises? If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured and far away.

—THOREAU.

2. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms. . . . —THOREAU.

3. We are told that the inevitable result of democracy is to sap the foundations of personal independence, to weaken the principle of authority, to lessen the respect due to eminence, whether in station, virtue, or genius. If these things were so, society could not hold together. —LOWELL.

4. . . . Why, the truths a man carries about with him are his tools; and do you think a carpenter is bound to use the same plane but once to smooth a knotty board with, or to hang up his hammer after it has driven its first nail? I shall never repeat a conversation, but an idea often. I shall use the same types when I like, but not commonly the same stereotypes. A thought is often original, though you have uttered it a hundred times. It has come to you over a new route, by a new express train of associations.

—HOLMES.

5. . . . I say that conceit is just as natural a thing to human minds as a center is to a circle. But little-minded people's thoughts move in such small circles that five minutes' conversation gives you an arc long enough to determine their whole curve. An arc in the movement of a large intellect does not sensibly differ from a straight line. Even if it have the third vowel as its center, it does not soon betray it.

—HOLMES.

36. **Mixed Figures.**—In utilizing the device of comparison in composition, it is important to guard against mixed figures of speech. To shift suddenly from a suggested comparison to one which is inconsistent with it detracts from the clearness of the thought by creating conflicting images in the reader's mind. This caution does not apply to the use of a *series* of images each of which may be considered independent of the others. Such a series occurs in the second quotation from Thoreau in § 35.

37. Exercise.—There are evident inconsistencies in the figures of speech in the following sentences. Rewrite the sentences so as to avoid the shift in imagery.

1. That fortunate occurrence was the corner-stone of his success and it spurred him on to new endeavor.

2. There are many hills of difficulty to surmount before the voyage of life is completed.

3. The hand that rocks the cradle is the foundation of society.

4. In building character, right ideals must furnish the motive power.

5. The owl-like old general withdrew into his shell of reserve.

6. Such an achievement would be the high watermark of progress, bringing to fruition the long-cherished hopes of the people.

7. Time is like a stream in which one fishes, hoping to gather for himself the fairest flowers.

8. He was the leader in every good cause undertaken by the club, always putting his full strength behind their projects.

9. The burden of responsibility which he bore was almost too great to surmount.

10. The man who drifts carelessly through life does not always find the smoothest roads to travel.

38. The Value of Concrete Illustrations.—We are always glad to come to a “for example” in our reading, for good illustrations always make for clearness. Generalities need to be supported by specific cases. Explanation of the abstract by use of the concrete is one of the important devices of clearness. Although the thought of the general proposition may be fairly well understood, the use of an appropriate illustration *impresses* it more effectively. Note that the concrete illustrations in the following paragraph make the thought of the first sentence stand out more clearly in the reader’s mind.

The boys were fond of playing Halloween pranks. They made grinning jack-o-lanterns, which they held up to the windows of the neighbors' houses. They hoisted front-yard gates into the branches of trees. They diligently removed all available porch furniture. And, masquerading as sheeted ghosts, they insistently rang all the doorbells—neglecting to wait, however, for the summons to be answered.

In the following selection the writer's opening statements are very effectively emphasized by the two illustrations which he gives:

There are certain humorous sidewalk observations that are open to one as a kind of compensation for having to elbow and jostle along the public ways. One of these is the trick people have of looking at you with the left-over remainders of the expression of face just bestowed on the companion with whom they are walking and talking. A pair of persons engaged in lively argument are approaching you. One of them is laying down the law with great vigor of facial and muscular gesture. At the moment of brushing by he glances at you, with the ferocious scowl of his fervid eloquence still puckering his features. You would think he was your bitterest foe. Of course it would have been opposed to the great law of economy of force to have relaxed and then puckered up again, just for the momentary meeting of another face. Perhaps his apparatus of facial expression is not agile enough to have accomplished the manoeuvre, if he had tried.

Shortly after, you encounter Saccharissima and Dulcissima, chatting and laughing together as they come. They are entire strangers to you, but as you pass you receive a most captivating smile—from both of them this time, as it happens, for both are talking at once. It produces an effect like those momentary streaks of warm air through which one suddenly walks on an autumn day.¹

39. Illogical Arrangement of Ideas.—A rearrangement of sentences in a paragraph often increases its effectiveness. Sometimes it is desirable to transpose

¹From "The Left-over Expression of Countenance" in Tanner's *Essays and Essay-Writing*. Boston, Atlantic Monthly Press.

entire paragraphs in order to secure a more logical sequence.¹

One of the important steps in composition is to determine your *plan of organization*. You may organize your subject-matter according to time-order, position in space, degree of importance, or some other controlling principle. What you want is the *most effective arrangement*. Even groups of material objects are more pleasing and impressive when they are arranged according to some orderly plan.

The problem of the writer or speaker is to introduce the various ideas which he wishes to convey, at the points where they will contribute most to the effectiveness of the whole composition. We are all familiar with the "Oh-I-forgot-to-tell-you" phrase which occurs so often in informal story-telling. The person who is telling the story suddenly remembers something which he failed to put in *at the proper place* and suspends the action of the story in order to supply the missing point. We have also experienced the difficulty of learning how to play a new game under the instruction of a person who tries to tell us about it by beginning at the end or in the middle instead of at the beginning.

40. Exercise.—Note the awkward and confusing arrangement of ideas in the following set of instructions. Reorganize the material so that the directions given may be clearly and easily understood.

To get to Union Station you have to go on a Union car and a Marlborough car. When you arrive at the station you are going

¹The principle in composition which requires orderly arrangement is usually referred to as the principle of coherence.

Organizing material for the whole composition may be emphasized in connection with outlining. See Appendix F.

west. To get a Union car, you transfer at Twelfth Street. The Marlborough car line is only two blocks west of here. First, you take a Marlborough car going south. After you transfer, you ride eight or ten blocks to the station.

41. Exercise.—Repeat the exercise suggested in § 31, giving particular attention to the order in which the essential details are included.

42. Exercise.—Try to discover at least one orderly plan of arrangement for the words in each of the following columns:

Babylon	Brown	captain	bushel	New Orleans
Boston	Smith	corporal	pint	St. Louis
Seattle	Anderson	colonel	gallon	Davenport
Athens	Jones	sergeant	gill	Memphis
Paris	Williams	general	quart	St. Paul
Rome	Thomas	lieutenant	peck	Keokuk

43. Exercise.—The following paragraph taken from an essay called “Fishes’ Faces”¹ is a very unusual one inasmuch as it remains fairly readable even though the sentence-order is almost completely inverted. In the shuffle of sentences, it has, however, lost something of its impressiveness. To restore the paragraph to its original form, read the sentences in the order indicated by the numbers. Note the general improvement.

11. Monkeys and dogs and kittens may amuse the children by their tricks and antics, but only the grown man can appreciate the solid qualities of the fish’s character as written upon his features. 10. Surely with their good manners, their quiet deportment, and their stoical bearing, goldfish are the ideal companions of the mature man. 9. How easily gratified are their simple tastes! 8. How philosophical, as they bask in the sun the livelong day or seek the occasional shade of the modest sprig of green which forms the

¹Reprinted in Tanner’s *Essays and Essay-Writing*. Boston, Atlantic Monthly Press.

conventional garnishing of their watery abode! 7. How quiet, too, for not one word of murmured protest or of chattering fault-finding do they inflict upon us! 6. How restful they are with their mouthings, as regular as if they were governed by a balance wheel! 4. People watch the monkeys at the Zoo and remark how human they are, how sly and crafty the old ones, how "cute" and playful the young ones. 5. But for steady company give me the fish. 2. I do not mean of some notoriously grotesque fish, but of just any plain seafaring fish. 3. I confess that the fascination for me is the same, whether I stand in front of some great collection of little monstrosities like that in the Naples aquarium, or whether I sit by my dining-room window and contemplate the goldfish in my little boy's glass bowl. 1. Did you ever stop to examine the expression on the face of a fish?

44. Weak Transitions.—In developing an idea beyond the limit of one sentence it is important to make the connection between sentences perfectly clear. The writer or speaker feels the relationship of one sentence to the next, but to the reader or listener the relationship may not be apparent. *The spark of thought may not jump the gap.* Hence, it is often necessary to insert words, phrases, clauses, or sentences to make the connection sure.

Such expressions as "such," "finally," "therefore," "afterwards," "then," and "in the next place" are common thought connectives. Sometimes, however, it is necessary to use more extended phrases. For example:

Transition lacking:

St. Nicholas saw the snow glistening on the roof of the palace. As he was putting the doll into Geraldine's stocking, he heard. . . . [The reader is not prepared for the abrupt change from a point of view *outside* the palace to a point of view *inside*.]

Improved:

As St. Nicholas approached the palace, he saw the snow glistening on its roof. After he had slipped down the chimney in his usual

businesslike way, he drew out a large, flaxen-haired doll from his pack. Just as he was putting the doll into Geraldine's stocking, he heard. . . .

Poor transition causing lack of clearness in regard to location:

I placed the dish, filled with cookies, on the sideboard and sat down to read. Soon I heard Charles moving about in the dining room. Suspecting that the cookies were being rapidly transferred from the dish to his pockets, I called to him. . . . [We know Charles is in the dining room, but where is the other person?]

Improved:

I placed the dish, filled with cookies, on the sideboard. *Then, going to the library and selecting a book,* I sat down to read. Soon I heard Charles . . . etc.

45. **Exercise.**—Read the following paragraphs carefully. The italicized expressions in the first paragraph serve as thought connectives, or transitional elements. Study the remainder of the selection and note how smoothly the thought progresses from one sentence to another. Underline some of the more effective transitional elements.

ARCTIC AIR ROUTES TO THE ORIENT¹

There are now before the public several plans for flying by airplane or dirigible across the Arctic so as to establish new routes of travel for binding together the old world and the new. By their advocates *these transarctic routes* are considered to possess certain advantages over the demonstrated transatlantic ones. The soundness of *such modern views* can be understood and their important bearing on the trend of civilization appreciated only through considering briefly the epoch-making consequences that have already resulted from such voyages as those of Columbus and Magellan and the many others in search of the northeast and northwest passages. *Such an examination* will show that the *proposed flights around the world from north to south*, if successful, will inaugurate a new era in human

¹By Vilhjalmur Stefansson. *The Forum*, December, 1924.

thought and in world relations not as important perhaps as that which started with the voyages around the world from east to west, but nevertheless comparable.

In the time of Prince Henry the Navigator it was considered to be definitely known that if you sailed southward over the flat earth from Portugal you would come eventually where the sun stood directly above the mast, and where the heat was so intense that the sails would catch fire and the sailors would be cooked upon the decks. To the westward the ocean was no less terrible. . . .

Prince Henry the Navigator was one of the few who did not believe these things implicitly. He sent ship after ship farther and farther south. Some returned with stories of serpents, and others with reports of having seen mirrored in the sky the flames of hell—for sunsets were brilliant then as now. But each ship went a little farther than its predecessor until the sun did stand over the mast—but without burning the sailors or scorching the sailors to a crisp. The rounding of the Cape of Good Hope then followed naturally and with it the discovery of one route to the Indies.

But there were skeptics even more philosophical than Prince Henry, of whom Copernicus is nowadays the best advertised. These men did not affirm or deny the dangers from serpents and dragons but reasoned abstrusely that the earth might in any case be round. These conclusions came to the ears of men of the so-called practical type who immediately applied them to the problems of commerce and concluded that if the earth were round it would be possible to reach Cathay by sailing west. Columbus tried it and made certain important geographical discoveries but failed in his main purpose, for the Americas barred the way, and the voyage around the Horn and thence to China was long and stormy.

The staid common sense of the world has never in history received such a shock as when the voyages of Magellan and others proved that the new theories were right. To men with minds so thoroughly upset, it appeared reasonable to jettison also whatever other theories stood in the way of their desires. Along with the flatness of the earth they had previously accepted the dictum that if you sailed north beyond Iceland and Norway you would come to a region of eternal silence and everlasting cold where life was not only absent but impossible. The practical men who desired to reach Cathay cheaply and easily now reasoned that if the world were not flat the northern portion of it might not be frozen either, and that since they were on a globe they could reach Cathay by

sailing north. The mathematical scientists even concluded from the new knowledge of the size of the earth that the distance from England, for instance, to China would be actually less by going straight north than it would be by going west, assuming an unbroken ocean in both directions.

Thus began a series of voyages perhaps the most gallant in recorded history. From the death of Columbus to the reign of Queen Victoria men never forgot that the world was round in every direction, and they constantly had before them the hope of reaching China by sailing north. . . .¹

CAUTIONS AND SUGGESTIONS

46. A Summarizing List.—The following list of cautions and suggestions should be carefully studied. It brings together the points of major importance thus far discussed in the text.

1. When you speak, speak clearly; do not mumble your words or slur your syllables.
2. Avoid the "upward-inflection habit": it turns statements into questions, certainty into doubt.
3. See that all words of reference in your sentences have unmistakable antecedents. Be sure that the grammatical connection² between the pronoun and its antecedent is perfectly clear.
4. Do not use disconnected (or dangling) expressions. Grammatical relationships must coincide with logical relationships.
5. In using dependent elliptical clauses, be sure that the omitted elements are clearly indicated by the rest of the sentence.
6. Place modifiers as close as possible to the words modified so that the thought relationship may be clearly seen.
7. In using co-ordinate expressions, be sure that the co-ordinate conjunction connects the right words.
8. Avoid improprieties in diction. Be sure of the meanings of your words.
9. Choose the *exact* word—the word with the right connotation.

¹The student is advised to continue the exercise by reading the entire article in *The Forum*. Study also the methods of transition employed in other articles selected for class reading.

²This does not apply, of course, to permissible indefinite uses of the pronoun, as in "*It* rains."

10. Give careful attention to the mastery of new words—especially as you encounter them in your normal experience. Remember that the knowledge of the derivation of a word will sometimes give you a better understanding of its meaning.

11. Use your dictionary—often.

12. Do not cause your sentences to become unnecessarily wordy or complicated in structure by overcrowding them with subordinate details.

13. Do not allow your sentences and paragraphs to become mere miscellanies. Select your ideas on the basis of some logical relationship. Discard irrelevant material.

14. Do not omit essential details. This is especially important in giving explanations, stating directions, etc.

15. The better you *know* a thing, the better you can *tell* it. Vagueness of ideas must be overcome before clearness of expression can be attained.

16. Appropriate comparisons are great aids to clearness.

17. Avoid mixed figures of speech.

18. Do not depend too much on abstract statements. Illustrate your thought freely with concrete examples.

19. Your ideas should be presented in some logical order. In revising your compositions, transpose clauses, sentences, or whole paragraphs, wherever a more effective arrangement can thus be secured.

20. The thought in a composition must go forward smoothly. Be sure to make clear and easy transitions between sentences and between paragraphs.

CLEAR, CORRECT ENGLISH
PART II

CORRECTNESS

CORRECTNESS

47. The Importance of Correct English.—The correct use of language is one of the measures commonly applied to a person's education. John Ruskin once wrote: "A well-educated gentleman may not know many languages, may not be able to speak any but his own . . . but whatever language he knows, he knows precisely; whatever word he pronounces, he pronounces rightly. . . . This is so strongly felt, so conclusively admitted, by educated persons, that a false accent or a mistaken syllable is enough, in the parliament of any civilized nation, to assign to a man a certain degree of inferior standing forever." Numerous illustrations could be presented from our own experience to emphasize the importance which the world attaches to the correct use of English. A certain superintendent, for example, in explaining why he did not give favorable consideration to a seemingly well-qualified applicant for a certain position, said, "Yes, she is a college graduate—but she closed her letter with 'yours respectively.'" In business, in professional life, and in our social relationships, we acknowledge the value of good English by making it, in our judgments of people, an index of education.

48. Correctness and Clearness.—Correctness cannot be adequately treated under clearness, for it is often

possible to understand thoroughly an idea which has not been correctly expressed.¹ A written sentence may convey its meaning fully even though it contains errors in capitalization, spelling, and even in grammar. There are certain subjects, however, which must be considered in connection with both clearness and correctness; for example, the proper meanings of words, the elimination of faulty reference in sentence structure, and the proper position of modifiers. For the sake of completeness, therefore, such topics are included in both of the main divisions of the text.

49. What Correctness Includes.—Correctness in English composition means much more than good grammar. It means the proper use of capital letters, correct punctuation, correct spelling, the proper use of all parts of speech, grammatical sentence structure, proper pronunciation, correct diction. It means conformity to good usage in all mechanical details of expression.²

CAPITAL LETTERS

50. Illustrated Uses.—In the following sentences the most common uses of capital letters are illustrated:³

1. "Now in a wild, sad aftermood.
The tawny Night sits still to brood."

2. I received the MS of the story, "The Way Out," on Christmas Day.

¹See note on page 7.

²For suggestions concerning correct manuscript form, see Appendix G.

³Practice in capitalizing is not always uniform. For example, there is some tendency in journalistic usage toward "lower case" for the generic element of a compound proper noun such as *Thames River* (Thames river), *Bethany High School* (Bethany high school), and *University Avenue* (University avenue).

3. The inhabitants of the Isle of Man are known as Manxmen.
4. The island of Luzon is the largest of the Philippine group.
5. The camp was on Lone Tree Island just south of Macklin's Point.
6. In Division II of Part III the author deals with the industrial conditions of the South.
7. They feared the Tiger of France.
8. It was an Indian custom.
9. They worshipped the Great Spirit.
10. We must submit to His will.
11. There is One who is omnipotent.
12. "In the beginning God created the heavens and the earth."
13. The Constitution of the United States provides that the president shall be elected every four years.
14. The manifesto was issued by Pope Pius IX.
15. Arthur E. Patton, A. M., a noted student of the Old Testament, has published a treatise on the Minor Prophets.
16. The Lever Food Control Act was modified.
17. "Give me thy love, O man, so long delayed."
18. He shouted, "Good morning, Doctor!" as I drove by.
19. There was only one thought: They shall not pass.
20. The following resolution was adopted:
 WHEREAS, It has been found . . . ; therefore, be it
 Resolved, That . . . etc.

§1. Formulation of the Rules.—From a study of the foregoing sentences make a tentative list of uses. It is not intended that each sentence shall illustrate a different rule; some of the sentences show different applications of the same rule. Do not make more rules than are necessary. Combine and group them whenever it is possible to do so.

Some of the things to which reference should be made in the formulation of the rules are: personification, proper nouns, proper adjectives, titles of respect, degrees, popular appellations, Deity, sacred writings, lines of poetry, titles (of books, etc.), the words *O* and *I*, quotations, and resolutions.

52. Cautions in Capitalizing.—The specific questions which arise in regard to capitalization are not always answered by a general set of rules. Therefore, the following specific cautions are offered:

1. Prepositions, articles, and conjunctions (unless they contain more than four letters) are not ordinarily capitalized in titles; but the first and last words are *always* capitalized:

The story was called "A Rule to Go By."

The last two numbers on the program were: "Comin' Through the Rye" and "A Song of the Lark."

2. The article in the names of magazines, companies, etc., is usually not capitalized:

the *Kansas City Star*; the *American Magazine*; the Adamson Concrete Company.

3. The *exact and official* name of an institution or an organization should be used if it is to be considered a proper noun:

the Lexington High School (but: the high school at Lexington).

the Missouri General Assembly (but: the state legislature of Missouri).

4. The names of the days of the week and the months of the year are capitalized, but not the names of the seasons:

spring, summer, autumn, winter.

5. Certain words derived from proper nouns have become so dissociated from their origin that they are no longer capitalized:

italics, roman (type), cambric, watt, morocco, quixotic.

6. When the noun referring to Deity is used in the same sentence with the pronoun, the latter need not be capitalized:

“God’s in his heaven.”

7. The names of the directions are capitalized only when some specific territory or location is designated:

the Far East; the customs of the West.

8. Observe carefully the use of titles of respect and honor (a) before the name, (b) after the name, (c) standing alone, and (d) in direct address:

Judge Wharton; Mr. Wharton, the judge; Who is the judge.
“Good morning, Judge.”

9. It is preferable not to use capitals in abbreviating *ante meridiem* (a. m.) and *post meridiem* (p. m.).

10. Note the capitalization of the following compound words:

ex-President Taft; Vice-President Dawes; Thirty-ninth Street

11. Do not use capitals when only a phrase is thrown into quotations or when the quotation is indirect:

They announced that they were ready to “fight it out” (but: They said, “We are ready to fight it out”).

12. Capitalizing for emphasis, which is practised to a certain extent by most writers, can easily be carried to excess.

53. Exercise.

1. Use the words “academy,” “high school,” “college,” and “university” (a) in a construction which requires capitalization and (b) in a construction which does not require capitalization.

2. What are the adjectives from *Epicurus* and *Pharisee*? When may they be written without capital letters? Mention other words which have been derived from proper nouns but which may be written (under some circumstances, at least) without the use of capital letters.

3. Distinguish between: "the Committee of Fifteen" and "a committee of fifteen"; "the Fourth of July" and "the fourth of July."

4. Use the words "professor" and "superintendent" as titles (a) before the name, (b) after the name, (c) alone, and (d) in direct address.

5. Draft a short formal resolution.

6. Write six words that are used to refer to Deity; six that are used to refer to the Bible or divisions of the Bible. Are they all capitalized?

7. Write three direct quotations.

8. Use the name of one of the seasons, personified, in a sentence.

9. Name the different courses you are taking. When should the names be capitalized?

54. Exercise.—Insert capital letters wherever they are needed in the following sentences:

1. The greeks applied themselves to the study of rhetoric.
2. The name of the course is composition and rhetoric.
3. There were 540 freshmen,¹ 412 sophomores, 381 juniors, and 225 seniors in the freeman high school.
- ✕ 4. The announcement was made by dr. jones, dean of the department of arts and science.

¹Are "freshman," "sophomore," "junior," and "senior" only common nouns? Consult an unabridged dictionary. Compare "John Aikins is a *freshman* this year" with "Who is the president of the *Freshman Class*?"

5. The teachers of grade VII were instructed to meet in room 10 of the mayfield school.

6. He was elected to congress from the third congressional district of missouri.

7. How was the government of the territories of the united states administered before they were admitted to the union?

8. The lone star state is the largest state in the union.

9. The legislature meets in the capitol.

10. The poem "israfel" was suggested to poe by the following passage from the koran: "and the angel israfel, whose heartstrings are a lute, and who has the sweetest voice of all god's creatures."

11. When the proctor came down the hall, not a junior was in sight.

12. He had been a deacon in the church for ten years but he could not repeat the lord's prayer and he thought the parable of the ten virgins was a moving picture title.

13. The title of the professor's book is "when the tide comes in."

14. One of the articles in the *standard* is called "the art of sticking on."

15. Do you like spring better than autumn?

16. "A good town to live in" was the title of his lecture.

THE APOSTROPHE

55. Formulation of Rules.—From a study of the following illustrations formulate three general rules governing the use of the apostrophe.¹ The first rule will refer to the omission of letters; the second, to the formation of the possessive case of nouns; and the third, to the pluralizing of letters, figures, and signs.

o'clock	John's	4 m's
for a' that	James's	2 x's
doesn't	Demosthenes' speeches	3 &'s
that's right	ladies'	5 4's
crown'd	lady's	in the 90's

¹See "apostrophe" in the dictionary. (The dictionary references in this book are to *Webster's New International Dictionary*.)

56. Cautions in the Use of the Apostrophe.—A study of student errors has indicated that the misuse of the apostrophe is one of the most persistent mistakes in written composition. Study the following cautions and *apply them*. The apostrophe may seem to be very insignificant, but its proper use is the mark of a careful student.

1. In using the apostrophe to indicate omissions do not misplace it:

Doesn't (not *does'nt*) is the elliptical form of *does not*.

2. Note that both the apostrophe and the *s* are used in forming the singular possessive of words ending in *s* or an *s* sound (as in *James's*) except when there is an awkward succession of sibilants (as in *Demosthenes' speeches*), in which case the apostrophe only is used:

Dickens's, lynx's, Moses', conscience'.¹

3. The plural of numerals is often written with an apostrophe (although usage is not uniform in the matter):

two's, thirty's.

4. The apostrophe only is used in pluralizing such proper names as "Demosthenes" where the addition of *es* would be unpleasant to the ear.

5. Use the apostrophe to form the plural of artificial compounds:

the "holier-than-thou's."

6. The apostrophe is used in the plural of word forms:

two *and's*, three *that's*.

¹See "possessive" in the dictionary for a discussion of the modern uses of the apostrophe in the possessive case.

7. Pronouns, with the exception of a few indefinites, form their possessive *without* the use of the apostrophe:

its (not *it's*), hers (not *her's*), (but: one's privilege, another's duty).

8. In compound expressions add the sign of the possessive to the last member:

Smith and Henry's bookshop, some one else's, everybody else's.

57. Exercise.

1. Make a list of twelve common elliptical expressions, being careful to use the apostrophe properly.

2. Write the possessive of:

Williams	Adams	gas
Wilcox	valleys	they
Marx	son-in-law	princess

3. Is the apostrophe used properly in the following sentences?

- a). It's five oclock.
- b). The bird is out of it's cage.
- c). How many *its* were used?

4. Explain the difference between "Harper and Woodworth's stores" and "Harper's and Woodworth's stores."

5. Write the possessive of "Keats," the possessive of "it," the plural of "it," the plural of "she," and the possessive of "she."

58. Exercise.

1. Insert apostrophes where they are needed:

- a). The sun gives its light to all.
- b). They didn't have any ladies' hats.

- c). The total amount of the mens' contributions wont equal a thousand dollars.
- d). Virtue brings its own reward.
- e). How many S O Ss were received?

2. Check the correct form :

- a). — Scott and Jackson's store (partnership)
 — Scott's and Jackson's store.
- b). — Son-in-law's property.
 — Son's-in-law's property.
- c). — Everybody else's business.
 — Everybody's else business.
- d). — Your's truly.
 — Yours truly.
- e). — For conscience' sake.
 — For conscience's sake.
- f). — Cross out the 6s and 7s.
 — Cross out the 6's and 7's.
- g). — Do you think it's best to go?
 — Do you think its best to go?
- h). — The sun did it's best to shine.
 — The sun did its best to shine.

QUOTATION MARKS

59. Examples of Usage.—The following illustrations include all the common uses of quotation marks:

1. Emerson says: "Consider whether you have satisfied your relations to father, mother, cousin, neighbor, town, cat and dog."

2. "It was then," he said sadly, "that my mother asked, 'How did you get your hair wet?'"

3. "But if our next attempt fails, like the last,—" I insisted.

"Why, just tack up the motto: 'Patience and persistence pay,'" he advised,

4. The title of the essay is "Industrial Revolution in Russia."
5. What do you mean by the word "democracy"?
6. He was a so-called "early-bird" investor.
7. The convention "rolled" him.
8. In his profession of faith Thomas Paine wrote—

"I believe in one God, and no more; and I hope for happiness beyond this life.

"I believe [in] the equality of man, and I believe that religious duties consist in doing justice, loving mercy, and endeavoring to make our fellow creatures happy."

60. Formulation of Rules.—From a study of the foregoing illustrations it will be easy to list the proper uses of quotation marks. Note that quotation marks are used to enclose (1) quotations from authors, (2) elements of recorded conversation, (3) inner quotations, (4) titles¹ (of essays, books, pictures, etc.), (5) words specifically pointed out,¹ (6) unusual or less dignified expressions, and (7) borrowed or technical expressions.

61. Cautions in the Use of Quotation Marks.

1. Broken, or interrupted, quotations demand an extra set of quotation marks.

"Look!" he shouted, "the balloon is falling."

2. If there are three quotations, the third within the second and the second within the first, the third will be inclosed in double marks.

3. The title of one's own composition should not be inclosed in quotation marks—unless the title is not original.

4. Reduce to a minimum the number of expressions

¹Titles and words specifically designated may be italicized instead of being enclosed in quotation marks.

which demand quotation marks as an apology for their use.

5. Note the *absence* of quotation marks at the *end* of every paragraph *except the last* in a long quotation (see example 8 in § 59).

6. Certain publishers make it a rule to use quotation marks at the beginning of every line of a quotation as a distinguishing mark of style, but such usage is rare.

7. Sometimes (especially in British printing) single marks instead of double are used around quotations.

8. Ellipses, dashes, etc., indicating incompleteness of a quotation, should stand within the quotation marks.

9. When quotation marks occur in conjunction with other marks of punctuation the following usage should be observed:

(a) Commas and periods should always be placed *inside* the quotation marks.

“This,” he said, “is our problem.”

(b) Other marks of punctuation should be placed *outside* the quotation marks unless they are a *part of the quotation*.

Have you any copies of “The Middle Border”?

He read the article “Can Christianity Survive?”

10. Distinguish between direct and indirect quotations.

Indirect: I said that I would go if I were not so busy.

Direct: I said, “I would go if I were not so busy.”

Indirect: He said that the mail was not in.

Direct: He said, “The mail is not in.”

62. Exercise.—Insert quotation marks in the following sentences. Be sure to observe caution 9 in determining the exact position of the quotation marks.

1. What reason have you, he asked, for believing that Robinson wrote *Tales of the Sea*?
2. What a remarkable story is Hubbard's *Three Fiddlers*!
3. If you —, he began.
Be quiet! I interrupted, I think I hear them coming.
4. I shall read *The Purloined Letter*: I like detective stories.
5. He wrote: I received your letter in which you say: We have asked for an interpretation of the phrase on a full market as used in the commissioner's report of June 1 . . . etc.
6. Who painted the picture called *The Sower*?
7. The manager predicted that the so-called "lock-out" would have no serious effect.
8. The words however, therefore, also, but, moreover, indeed, and finally may be used as thought connectives.
9. He cited a stanza from *The Raven*:

Startled at the stillness broken by reply so aptly spoken,
Doubtless, said I, what it utters is its only stock and store,
Caught from some unhappy master whom unmerciful Disaster
Followed fast and followed faster till his song one burden bore,
Till the dirges of his Hope that melancholy burden bore
Of Never—nevermore.

OTHER MARKS OF PUNCTUATION

63. Punctuation "by Feeling."—Even though there is a great diversity of practice in punctuating and though textbooks are likely to disagree in regard to the rules, the only safe course for the student to follow is to familiarize himself with those punctuation usages which are most common and most generally accepted. Punctuation "by feeling" does not always produce satisfactory results—unless that "feeling" grows out of an intelligent and consistent application of one's

knowledge of usage. It is easy, however, for a student to become hopelessly confused in a maze of punctuation rules. Therefore, only the more essential uses of the marks of punctuation are here discussed.

64. The End of the Sentence.—Note the mark of punctuation at the end of each of the following sentences. Formulate a rule:

1. When does the train arrive?
2. The train arrives at six o'clock.
3. What a long time we shall have to wait!
4. Come here.
5. Come here!

Sentences 4 and 5 illustrate the possibility of using *different* marks at the end of the same sentence. Any sentence, whether it be interrogative, declarative, or imperative, *may* have an exclamatory value:

Isn't it terrible!
And then—the ghost appeared!

Some sentences which are declarative in form are clearly interrogative in meaning:

And so you were right, after all?

At the end of a sentence that mark of punctuation should be used which best interprets for the reader the *meaning* of the sentence.

65. Illustrations of the Use of ■ Comma.—Each of the following expressions illustrates a different use of the comma. It will be seen, however, that some of the uses are very similar. For example, sentences 1

and 3 both contain series;¹ and sentences 12 and 14 both contain appositional constructions.²

1. In the fruit basket were grapes, oranges, and apples.
2. A round, yellow moon.
3. Books, papers, etc., were piled upon the table.
4. We discussed the matter frequently, but neither Bob nor I could understand their reasons for refusing to sell the property.
5. He said, "I shall come at once."
6. The Peace Conference, which was held at Versailles, . . . etc.
7. We must exercise the utmost care, for (as, or since) the success of the mission depends upon us.
8. After the final count had been made, it was found that Judge Barnes had a majority of 15.
9. I expect, in the course of a few days, a second shipment.
10. Well, how are you?
11. Our plan, however, succeeded admirably.
12. We shall, of course, want to see your chart, or diagram.
13. The roads being bad, we were compelled to go very slowly.
14. "Kahgahgee, the King of Ravens,
Gathered all his black marauders."
15. Justice, not mercy, was his plea.
16. After breakfast he asked for his paper; after dinner, his pipe.
17. "Sing, O song of Hiawatha,
Of the happy days that followed."
18. Kansas City, Missouri, is . . . etc.
19. August 6, 1919.

66. A Summary of Uses.—A summarizing statement of rules governing the use of the comma may be made from a study of the foregoing illustrations. Point out the appropriate illustration for each use mentioned.

A comma is used—

1. *To separate the members of a series.*
2. *To separate two or more adjectives used attributively.*

¹Note, however, that a comma is used *after* "etc." in sentence 3, whereas, if the series were completed, no comma would be necessary after the last member.

²The "or" in sentence 12 is sometimes referred to as "the appositional *or*."

3. *To set off "etc."*
4. *To separate independent co-ordinate clauses joined by a conjunction.*
5. *To precede a quotation.*
6. *To set off a non-restrictive clause.*
7. *To set off an adverbial clause of reason introduced by "as," "for," or "since."*
8. *To set off an adverbial clause which precedes the main clause.¹*
9. *To set off a phrase or a clause which is noticeably out of its normal position in the sentence.*
10. *To set off an introductory expression or parenthetical explanatory material.²*
11. *To set off the nominative absolute from the rest of the sentence.*
12. *To set off a word, or words, used in apposition.*
13. *To set off a word, or words, used in direct address.*
14. *To separate elements in contrast.*
15. *To indicate the omission of words.*
16. *To separate city and state in writing the names of places, and day and year in recording dates.*

67. Cautions in the Use of the Comma.

1. Do not omit the comma before *and* in a series of three or more (a, b, and c). Newspaper usage, however, does not always follow this rule.³

2. Do not place a comma between two independent

¹Usage is not uniform in this respect. See caution 6, page 56.

²Under this head such thought connectives as "however," "therefore," "on the contrary," etc., may be placed. ("Therefore" is often used without the comma if it blends easily with what follows.)

³This is perhaps the chief difference between so-called "newspaper punctuation" and that commonly taught in the schools.

clauses which are not connected by a conjunction. This misuse of the comma, variously designated as "the comma blunder" or "the comma splice," is one of the persistent errors in student composition:

The handwriting was very poor, it was almost impossible to read it.

The band was playing and flags were flying, it was the opening day of the fair.

Use a semicolon or a period instead of a comma:

The handwriting was very poor; it was almost impossible to read it.

The band was playing and flags were flying. It was the opening day of the fair.

NOTE: Sometimes, however, when three or more short, simple independent clauses constitute a *series*, only a comma may be used to separate them:

The flood came, the winds blew, the rain descended.

3. Do not use a comma between two adjectives used attributively if the second adjective and the noun are so closely related that they constitute a single idea:

a large Christmas tree (not: a large, Christmas tree); an intelligent young man (not: an intelligent, young man).

4. Before a formal quotation a colon, rather than a comma, is used:

He repeated the vow solemnly: "I promise to hold ever before me the sacred ideals of . . . etc."

5. No comma is used before a quotation if the quotation depends directly on some other word than a verb or if only a part of the quotation is incidentally thrown into the sentence:

What did he mean by "Veni, vidi, vici"?

It was a mistake for him to refer to "the gentlemen of the audience."

6. If an adverbial clause is short and blends easily with the rest of the sentence, it will not require a comma even though it precedes the main clause:

When he comes we shall ask his consent.

If he wants for bread the cause of his hunger is easily explained.

NOTE: Occasionally the comma will be demanded in order to avoid false thought combinations:

After he goes, forward to the next address all the first-class mail.
[Here the comma breaks up the combination "goes forward."]

7. A comma is sometimes used after an interjection in place of an exclamation point. In the following sentence the exclamatory feeling is carried through the phrase and the interjection is used merely as an introductory expression:

Oh, the joy of living!

8. In order to avoid confusion a comma is often used between identical words:

How much money he has, has nothing to do with it.

9. A comma may be used between a long complicated subject and its predicate:

To work hard and conscientiously and to be disappointed when he seemed to be on the very verge of success, was his lot.

10. The distinction between restrictive and non-restrictive expressions should be clearly understood. The following sentences contain restrictive clauses.

Insert commas, making the clause nonrestrictive, and note the difference in meaning:

Students who are habitually unprepared must not expect high standings.

Telephones which are always out of order are of little service.

Why should public officials who are controlled by private interests be called public servants?

11. A possible misinterpretation may sometimes be avoided by the use of a comma:

They slept where they were, like pigs.

12. The use of a comma to set off adverbial clauses depends to a great degree upon the position of the clause and the closeness of its relation to the rest of the sentence.

13. Note that appositives like the following are not set off by commas:

Peter the Great, Mitchie Manito the Mighty, the letter "A," the word "student."

14. In cases where the use of the comma is optional it is best to practise its omission. Reduce punctuation to a necessary minimum. A sentence that may be written with few marks of punctuation is generally considered a better sentence than one which demands many. Overpunctuation is a common fault and often results from one's conscientious attempt to follow a complex set of punctuation rules. Another cause of overpunctuation is a misconception of the relation between commas and reading pauses. It should be understood clearly that *reading pauses are not safe guides to punctuation.*

68. Uses of the Semicolon.—Following are the three most common rules for the use of the semicolon:

1. *To separate the independent clauses of a compound sentence when the clauses are NOT joined by a conjunction:*

There was little that could be said; there was still less that could be done.

In making the plans nothing had been overlooked; every precaution against failure had been taken.

NOTE 1: A semicolon *may* be used between the clauses even when they are connected by a conjunction, although the use of the conjunction ordinarily calls for a comma¹ if any punctuation at all is required. Note the use of the semicolon in the following sentences:

It is an excellent thing to make the world safe for democracy; but it is also important that democracy be made safe for the world.

"It's a fine bit of philosophy for any man to carry around with him; and if you find it hard to remember, look up at the stars."

NOTE 2: Such thought connectives as "therefore," "nevertheless," "so," etc., though they have a conjunctive value, are classified as adverbs and do not interfere with the application of the rule:

We had set the canoe adrift; therefore we could not turn back.

Failure was all he had to show for ten years of work; nevertheless, he began the experiment once more with undiminished enthusiasm.

The petition has already been filed; so there is nothing to gain by delay.

NOTE 3: It has already been pointed out that short, simple co-ordinate clauses constituting a series may be

¹The semicolon is preferable to the comma when the connected clauses are long or when they are internally punctuated. If the clauses are short and blend easily, no separating mark of punctuation may be needed (e. g., "Songs were sung and games were played").

separated by commas (see the note under caution 2, page 55):

The cauldron bubbled, the fire flamed, and the witch crooned.

2. *To separate the members of a series when the members are internally punctuated or when they are not uniform in construction:*

The congressman spoke of the Federal Reserve Law; the Volstead Act, which he always commended but for which he had not voted; and government price regulation—an experiment which, he believed, had not been successful.

The paragraph included many common expressions: “forces which dominate”; “legal technicalities versus justice”; “the public will”; and “Lincoln was right.”

3. *To precede i.e., e.g., and similar expressions:*

An apostrophe is used to indicate the omission of letters; e. g., *can't, comin', 'tis*.

69. The Colon.—The colon is a very useful and expressive mark of punctuation whose meaning may be freely translated into: “Note what follows.” Its most common use is after the salutation in formal letters. It is also used to precede formal quotations or statements, lists of items, and explanatory summaries or illustrations, and to separate chapter and verse in Biblical quotations. Also in the designation of time a colon may be used (8:40 a. m.), but some publishers insist upon the period (8.40 a. m.). The former usage is more common, but either is acceptable.

70. Illustrated Uses of the Colon.—Note the examples given under each use:

1. *To precede formal quotations or statements:*

The foreman of the jury read the verdict: "Not guilty."

"Last night in reading I came across this quotation from Blake:

'If God dieth not for man, and giveth not himself
Eternally for man, man could not exist, for man is love,
As God is love. Every kindness to another is a little death
In the Divine Image.'"

2. *To precede lists of items:*

The order included the following articles: one desk lamp, three reed chairs, two lounges, and five rugs.

(But: The order included one desk lamp, three reed chairs, two lounges, and five rugs.)

He recommended that I buy the following books: *Dombey and Son*, *Kenilworth*, *Robinson Crusoe*, and *Saint Joan*.

(But: He recommended that I buy *Dombey and Son*, *Kenilworth*, *Robinson Crusoe*, and *Saint Joan*.)

3. *To precede explanatory summaries of thought:*

Far called, our navies melt away;
On dune and headland sinks the fire:
Lo, all our pomp of yesterday
Is one with Nineveh and Tyre.

The fire flamed, the cauldron bubbled, the witch crooned: the scene was set for potent necromancy.

4. *To precede explanatory illustrations:*

"Beware of little expenses: A small leak will sink a great ship."

The day began most auspiciously: the sky was cloudless; the car was *not* reported out of repair; and Father telegraphed that he would meet us at the Cottonwoods.

5. *To separate chapter and verse in Biblical quotations:*

Genesis 1:1; Psalms 100:4; Malachi 4:4.

6. *To designate time (see § 69).*

71. The Use of the Dash.—Note in the following sentences that the dash indicates a sharp *turn or suspension of thought*:

1. “A pale flicker of recognition passed over her face, and then—silence. Readers,—nay, let me call you friends while I make this terrible confession,—*I broke that silence!*”

2. “My counselors among the elders declare that the tone of our society—if I may use so perilous a word—has changed little from our good old black alpaca days.”

3. “Save in so far as we are thinking beings—and that is not very far—we are as much at the mercy of our desires as babies in a toy shop.”

4. “Well,” I began, “I hardly know——”

5. “I—I—that is—we—of course, of course,” he stammered.

6. “The parson
Had got to *fifthly*, and stopped perplexed
At what the—Moses—was coming next.”

The kinds of thought interruption marked by the dash may be described as follows:

1. Suspense for the sake of emphasis:

Scattered across the sky are millions—and millions—of stars
—of worlds—of suns.

2. Suspense before a statement which is expected to be a surprise:

And he found in the box—nothing.

3. Suspense for the purpose of introducing a parenthetical expression:

Perhaps the fault—it takes courage to say this—was mostly your own.

4. Suspense which indicates broken or hesitating utterance:

I didn't expect—that is, not being informed that I was to speak
—I can only say that I—that it—that there is no greater
pleasure . . . etc.

5. Suspense before a mild substitute:

So you think he—trifles with the truth?

6. Suspense caused by an abrupt turn in the thought:

In all the novels of Scott—it would be better, however, to consider his poetry first.

7. Permanent suspense:

“I have come for the——”

But the last word was never said.

72. Miscellaneous Notes and Cautions in Punctuation.

1. The parenthetically inclosed question mark or exclamation point is sometimes used to indicate irony and sarcasm. It is considered, however, of doubtful propriety:

Of course you know how I enjoyed (?) it; The professor said, “Just between you and I (!) it don’t (!) look like (!) he will pass.”

2. A question mark or an exclamation point may be used anywhere in the sentence and the word immediately following it need not begin with a capital letter:

Problem: How many square inches in a square foot? in a square yard? in a square rod?

“O Captain! my Captain! our fearful trip is done.”

3. The dash is sometimes used to intensify the effect of some other mark of punctuation (:—).

4. An examination of modern publications shows that the period is commonly omitted after titles, after Roman numerals, and after certain abbreviations (*e.g.*, MSS).

5. Inserted explanatory matter may be set off by the use of parentheses, dashes, or commas. The use of the commas indicates a closer relationship between the inserted matter and the rest of the sentence than the use of either dashes or parentheses.

6. Unless a whole sentence is in parentheses, the period, or other punctuation mark demanded by the sentence, is placed outside the parentheses. (Note the use of parentheses in 4 and 6 in this section.)

7. Brackets are used to inclose interpolated material in the text of a quotation or a parenthetical expression *within* a parenthetical expression:

“When he [Ichabod Crane] entered the house, the conquest of his heart was complete.”

The career of Eugene Field (see the article in Sunday's *Star* [editorial page]) was . . . etc.

8. Use ellipses (. . .) to indicate omissions from quotations or to show intentional incompleteness of expressions.

9. Never use a semicolon after the salutation in a letter:

Dear Sir: or Dear Bill, (but not: Dear Sir; or Dear Bill;).

10. Do not fall into the slovenly habit of substituting dashes where other marks of punctuation are required. Be discriminating.

73. Exercise.—Insert in the following sentences any necessary marks of punctuation that have been omitted:

1. How very extraordinary are such sentiments.

2. He was surprised to find letters, books, papers, etc. _{lying in} disorder upon the table.

3. The Woman's National Exposition was held at the Coliseum in St. Louis Missouri, in February 1926.

4. We must act and act quickly, but we must realize that what we do at this time, or what we do not do, may mean the success or failure of our cause.

5. I remember the date clearly, it was May 14.

6. "Not that I loved Caesar less but that I loved Rome more."

7. One friend advises exercise, another quiet and still another travel.

8. In Mr. Martin's essay "A Father to His Freshman Son," is the following sentence "The clubs [at college], my son, some more than others are recruited considerably from what is known as the leisure class."

9. Each line of poetry should begin with a capital letter *e. g.*

"My country 'tis of thee,
Sweet land of liberty,
Of thee I sing."

10. Thomas Paine wrote in "The Crisis": "And as I do not [believe it] I cannot see on what grounds the king of Britain can look for help against us a common murderer, a highwayman or a housebreaker has as good a pretence as he."

SPELLING

74. **Spelling Rules.**—In general, spelling rules have so many exceptions that they are of little practical value. Improvement in spelling ability must come largely from continual practice. Sometimes, however, a knowledge of the following three rules proves to be helpful. (Not all the exceptions to the rules are given.)

1. If a monosyllable or a word accented on the last syllable ends in a consonant preceded by a vowel (not a diphthong or digraph), the consonant is doubled when a suffix beginning with a vowel is added; *e.g.*,

fit, fitting; excel, excelled; begin, beginning.

The exceptions commonly cited are *humbugged* and *handicapped*. *Traveller* and *kidnapped* are sometimes

found, but *traveler* and *kidnaped* (conforming to the rule) are preferable.

2. A silent final *e* is usually retained in adding a suffix beginning with a consonant and dropped in adding a suffix beginning with a vowel; *e.g.*,

chastise, chastisement; remote, remoteness; lone, lonely; change, changing; come, coming; use, using.

Some of the common exceptions are:

notice, noticeable; dye, dyeing; courage, courageous; argue, argument; true, truly.

3. The rule governing the relative positions of *i* and *e* is stated in the familiar rhyme:

i before *e*, except after *c*

Or when sounded like *a*, as in *neighbor* and *weigh*.

Examples: believe, reprieve, receive, conceit.

Exceptions: their, science, weird, seize, leisure.

75. Abbreviations.—As a general rule abbreviations should not be used in the body of the manuscript. (This, of course, does not apply to the more common abbreviations, like *Mr.* and *Dr.*) Avoid sentences like the following:

This a. m. I read Chap. II of the 2nd vol. of Prof. Hudson's "The R. R. Systems of the U. S."

The pres. recd. the ms from the sec'y, giving a full acc't. of the yr.'s work.

When abbreviations *are* used, however, it is important that they should be correct. Avoid inaccuracies like the following:

Kent. [Ky.]; *Mle.* [Mile.]; *Str.* [St.]; *ect.* [etc.]; *etal.* [et al.].

76. The Use of Hyphens.—The editors of *Webster's New International Dictionary* insert the following explanatory note:

"In general, the two-word form has been preferred to the hyphenated form when the words have the same meaning in unconnected succession as when joined; and the solid-word form has been preferred to the hyphenated form when this solid form is not confusing to the eye. But these rules, however reasonable, cannot be rigidly applied, because good usage sometimes dictates a form not conforming to them. The practice of lexicographers, authors, and printers is so various in this matter that in a multitude of instances it is hypercritical or whimsical to pronounce dogmatically that either the hyphenated or unhyphenated form is the only correct one."

The following suggestions, therefore, are to be considered merely as general principles subject to numerous violations and exceptions:

1. A compound adjective is hyphenated when it precedes the noun it modifies:

a well-to-do man; a half-finished task; a wide-open door; a made-to-order suit (but: The man was well to do; The task was only half finished; The door was wide open; The suit was made to order).

2. A verbal noun (gerund) and a noun often form a hyphenated compound:

stepping-stone, jumping-rope, ironing-board.

3. New and artificial compounds are hyphenated:

■ made-up excuse; a one-two-three system; He is an "I-told-you-so."

4. The hyphen is used to separate identical vowels in such words as "pre-eminent," "co-operate," "re-educate." (In type these words commonly appear with two dots [diæresis] over the second vowel: "preëminent," "coöperate," "reëducate.")

5. The hyphen is used in compounds of which "self" or "by" is the first element:

by-law, by-street, self-made, self-reliance.

6. The hyphen is used in compounds of a noun plus "like" when the noun ends in *l* or contains more than one syllable:

fool-like, ball-like, freshman-like, lover-like, (but: manlike, catlike).

7. When two coördinate compounds have the last element identical, the hyphen is used:

his first- and second-term appointments.

8. Use the hyphen in writing compound numbers:¹

seventy-two, one hundred twenty-three.

9. Use the hyphen to break a word at the end of a line. In such cases always place the hyphen *between syllables*, but do not break a word so that a one-letter syllable is left at either end of the line (*e.g.*, a-mong, man-y).

77. Exercise.

1. Note (by reference to a dictionary) the double spelling of the following words. Which spelling conforms to the rule?

carburetor, canceler, appareled, beveled, counseled, caroled, chiseled, disheveled, jeweled, labeled, leveled, marshaled, modeled, judgment, abridgment.

2. To what spelling rules are the following words exceptions?

¹Fractions, when used adjectively, should be hyphenated; *e. g.*, a *two-thirds* majority.

periwigged, nursling, singeing, neither, mileage, advantageous, inveigle, peaceable.

3. Show by their use in sentences the grammatical difference between *already* and *all ready*, and between *altogether* and *all together*. Get the distinction clearly in mind so that you will not misspell the words.

4. May *all right* be written in any other form?¹

5. Write abbreviations for:

Master of Arts	obsolete	for example
that is	pounds	namely
before noon	number	Madam
pence	Bachelor of Laws	last month
and others	and other things	this month

6. What is the meaning of the following abbreviations?

anon.	Messrs.	N. B.
cf.	A. D.	M. P.
Mlle.	bbl.	Md.
ibid.	MSS	prox.
M.	Mt.	ff.

78. **An Individual Spelling List.**—A very helpful device for the improvement of spelling ability is the construction of individual word lists for spelling practice. Each student should construct his own list and should make it the basis for continual study and drill. The list should consist of the words which the student misspells in his own written work from day to day.²

¹Consult your dictionary. Do not let the misspelling of *all right* persist in your practice.

²If a composite list for class use is desired, it may be built up by selecting words which appear in the individual lists. Various published lists are also

In attempting to master the spelling of words, different students will adopt different methods of study. Those who experience any considerable degree of difficulty should observe the words carefully, spell them aloud, and write them accurately on paper. If the student uses a typewriter, he should also make a typewritten list of the words to be studied.

79. Exercise.—Insert the right words in the following blanks. Note carefully the different spellings. (The sentences occur in pairs, but it is not safe to assume that each member of a pair requires a different word.)

1. He laid his gifts on the _____ (alter, altar).
2. They built an _____ to the Unknown God (alter, altar).
3. The law was for the purpose of _____ aliens from the country (baring, barring).
4. They were _____ their backs for the lash (baring, barring).
5. He was _____ into a foreign country (born, borne).
6. He was _____ in a foreign country (born, borne).
7. The picture was painted on _____ (canvas, canvass).
8. They planned to _____ the district for new subscriptions (canvas, canvass).
9. The radio station was in the dome of the state _____ (capitol, capital).
10. The new _____ is to be built of white marble on the _____ chosen by the committee (capitol, capital; cite, sight, site).
11. He was able to _____ authority for his statement (cite, sight, site).
12. Hot _____ were placed on his forehead (cloths, clothes).
13. New _____ improved his appearance (cloths, clothes).
14. To be asked to speak at the banquet was indeed a _____ (complement, compliment).

available and may be used to advantage. A suggested composite spelling list which has proved very helpful in class drill is given on page 145.

15. To receive a _____ from a friend is a real joy (complement, compliment).

16. He always gave good _____ to his friends (council, counsel).

17. The members of the _____ were present (council, counsel).

18. The garment was made of _____ cloth (coarse, course).

19. This is a good _____ to take (coarse, course).

20. Spice cake was his favorite _____ (desert, dessert).

21. What caused your appetite to _____ you (desert, dessert).

22. The noise of a thousand hammers was _____ in our ears (dining, dinning).

23. We all entered the _____ room (dining, dinning).

24. The plan has a _____ purpose (dual, duel).

25. It was a case of _____ personality (dual, duel).

26. The day was _____ in the west (dying, dyeing).

27. The _____ fire cast a ruddy glow over the room (dying, dyeing).

28. The young lambs were _____ on the green hills (gambling, gambling).

29. The _____ tables were removed from the room (gambling, gambling).

30. The _____ in the pencil was broken (lead, led).

31. The blind have often _____ the blind (lead, led).

32. How did you happen to _____ your way (lose, loose).

33. Never _____ a chance to do a good turn (lose, loose).

ADJECTIVES AND ADVERBS

80. A General Principle of Usage.—When a modifying word refers to a noun or pronoun, an adjective is required; when it refers to any other part of speech, an adverb is required. Note the use of adverbs in the following sentences:

He told it to me confidentially [not *confidential*].

They spoke very respectfully [not *respectful*] of the president.

The new binder surely works well [not *sure works good*].

Be sure that your work is done satisfactorily [not *satisfactory*].

In the next group of sentences, however, adjectives are used. Note that each italicized word modifies a noun or pronoun:

He felt *sad*.

The whistle of the locomotive sounded *faint* in the distance.

She boiled the eggs *soft*.

Build the wall *strong*.

That sentence rings *true*.

81. Exercise.—In different sentences employing the same verb different modifiers may be used according to the meaning to be conveyed. In the following sentences adverbs are required. Why?

He acted *properly*.

He ran *rapidly*.

He tasted the food *eagerly*.

He looked *angrily* at me.

He felt *carefully* in the box for more.

The plane runs *smoothly*.

In the following sentences adjectives are required. Why? Note that the verbs in the two sets of sentences are the same.

He acted (seemed) *afraid*.

The supplies ran *low*.

The food tasted *good*.

He looked *angry*.

He felt *bad*.

Plane the board *smooth*.

82. Omission of "Other."—Note the absurdity which exists in the following sentence when the word "other" is omitted.

There is a canal in China longer than any [other] in the world,

Make the necessary corrections in the following sentences:

No country has so many inhabitants as China.

Mary had better grades than any girl in school.

There isn't a star in the sky as red as Mars.

St. Peter's is said to be more beautiful than any cathedral in Europe.

83. "This" and "That."—These demonstrative adjectives must agree in number with the noun they modify. Note especially the use of *this* and *that* with *kind*:

this kind or *that kind* (not: *these kind* or *those kind*).

84. The Superlative with Two.—Ordinarily use the comparative form of the adjective or adverb in speaking of two:

Which is the better [not *best*] poem, "The Forest Hymn" or "The Flood of Years"?

Who is the younger [not *youngest*], Helen or Mary?

However, if two is *naturally* the maximum number in the group spoken of, the superlative is permissible. Note that the ear is not offended by such phrases as "the coolest side of the street," "the best half of the apple," and "the best foot foremost."

85. "Any Good" and "No Good."—There is no grammatical excuse for these expressions used as subjective complements; *e.g.*, "The tent was not any good" or "The tent was no good." "No" and "any" may be used to modify the comparative degree of adjectives and adverbs but not the positive degree:

no more, no worse, no better (but not: *no much*, *no bad*, *no good*); any more, any worse, any better (but not: *any much*, *any bad*, *any good*).

86. The "Emotional" Superlative.—The continual and careless use of the superlative in writing or in

conversation is to be avoided. The superlative is a perfectly good grammatical form, but if it is called into use on every trivial occasion it tends to lose its force and ceases to be adequate for the expression of more intense thought or feeling:

“loveliest,” “best,” “dearest,” “finest,” etc.

87. Superfluous Negatives.—In some languages the use of the “double negative” is idiomatically correct. It is not permitted, however, in modern English. The following sentences contain objectionable negatives:

1. I shouldn't be surprised if it doesn't rain [meaning: I shouldn't be surprised if it *does* rain].
2. There wasn't a person who was not loyal, not even when personal sacrifice was demanded.
3. Don't say nothing about it.
4. I can't hardly understand you.
5. There wasn't any left, scarcely.
6. There wasn't but one mistake in the sentence.
7. He wasn't present only at one meeting.

88. “Never.”—The definition of “never” is “not ever; not at any time; at no time, whether past, present, or future.” Therefore, in referring to a specific time, “never” should *never* be substituted for “did not.” Note the real meaning of:

I never said anything; I never studied my lesson; I never slept a wink.

89. Flat Adverbs.—In the following list check the words which you think may be used as adverbs *without* the addition of *ly*. Are there any words in the list which *never* add *ly*? Consult the dictionary for the permissible adverbial forms.

cheap	fast	bright	sound
loud	ill	rough	slow
fair	soft	deep	quick
right	low	straight	wrong

The position of the adverb in relation to the word it modifies sometimes helps to determine its form. For example, either *wrong* or *wrongly* may be used in:

The word was spelled *wrong* (or *wrongly*).¹

But the *ly* is required in:

The word was *wrongly* spelled.

90. "Real."—"Real" in the sense of "very" is incorrect; it must not be used as an adverb:

(a) He is really happy; (b) He is very happy; but not: (c) He is *real* happy.

91. "Too" and "Very" with Participles.—Usage does not sanction the following:

very entertained, very pleased, too burdened, too torn.

Insert some other adverb of degree, as:

very highly entertained, very much pleased, too greatly burdened, too badly torn.

If the participle has entirely lost its verbal value and is used merely as an adjective, it may be modified directly by "too" or "very" without any intervening adverb of degree:

a very tired man; to a very marked degree.

¹We should know *optional* forms whenever such forms exist. We must not conclude that an expression is incorrect simply because it is different from the one we use. Many persons, for example, prefer the word *wrong* to *wrongly* in the sentence given here; others insist upon *wrongly*. But it is one mark of a good English student to know whether *only one* form is correct or whether *both* forms are permissible.

92. The Position of Adverbs.—Study the real meaning of each of the following sentences. Note that the misplacing of the modifier changes, in each case, the expressed meaning. In the second sentence, for example, the word “not” *should* modify “all”; but in its present position it modifies the verb “did attend.” Make the necessary correction in each sentence:

The boat crossed the river also.

All the members did not attend.

Every member of the council didn’t favor the bill.

All the teachers were not here to-day.

Everybody can’t be president.

All that glitters is not gold.

The witness only stated the truth.

Place the word “only” in different positions in the last sentence and note the effect on the meaning.

93. The Split Infinitive.—The placing of a modifier between the members of an infinitive phrase is objectionable in case it produces awkwardness or lack of euphony:

I desire to *in the meantime* inquire, etc.; He has learned to *wonderfully* ride.

But there is good authority for the use of such expressions as “to seriously advocate,” “to emphatically deny,” etc., when the fluency of the sentence is not impaired by the inserted modifier.

94. Adjectives Not Compared.—Some adjectives cannot be compared, or modified by adverbs of degree:

(more) everlasting, (very) unique.

In common usage, however, many adjectives like “perfect” and “complete” are compared for the sake

of convenience of expression: "more perfect," "more complete." A strict regard for the meaning of the words would, of course, demand "more nearly perfect," "more nearly complete." (Cf. *dead* and *full*.)

95. Redundant Adverbs.—Avoid the use of redundant expressions. Note that the omission of the italicized words in the following sentences does not affect the meaning:

The rods were connected *together* by a wire.

He returned *back* home.

Repeat the number *over again*, please.

The speech ended *up* with a reference to the flag.

I saw him when he *first* entered the room.

Call later *on* in the day.

They became *mutually* interested in each other.

96. Exercise.—In the following sentences are the italicized words adjectives or adverbs?

1. I am feeling *poorly* to-day.
2. He is meek and *lowly* in spirit.
3. He seemed *lonely*.
4. Make the rope *fast* to the wheel.
5. To be *sure*, you may depend upon us.
6. *Surely*, you may depend upon us.
7. The current runs *deep*.
8. Drink *deep* of the Pierian spring.
9. "Build to-day, then, *strong* and *sure*."
10. "Build me *straight*, O worthy Master!"

97. Exercise.—Which of the following sentences contain mistakes?¹ Make the necessary corrections:

1. No other man in the country was so well informed on the subject as he.

¹When a list of sentences is introduced for correction, it should not be assumed that every sentence contains an error. In this exercise, as in many others which follow, some of the sentences are correct as they stand.

2. The book is no good.
3. There weren't but four books on the shelf.
4. Were there not but four books on the shelf?
5. How illy prepared was the manuscript!
6. It is necessary to act quick.
7. Which is the easiest problem, 12 or 26?
8. The book was real interesting.
9. He was too confused to readily answer.
10. They sure were very pleased by the favorable report.

98. Exercise.—Improve the following sentences by changing the position of the adverbs:

1. I only met her once before that.
2. I never expect to be able to repay you.
3. Everybody was not so well pleased with the report as were the members of the committee.
4. He glanced up merely as we entered.
5. It is said that all mushrooms that have poison cups are not poisonous.
6. A third of his problems nearly are wrong.
7. It is the longest poem I almost ever read.
8. Nathan Hale only regretted that he had one life to give for his country.

PRONOUNS

99. The Indefinite "You."—The use of the second person for the third to express a general idea (especially in written discourse) is to be avoided:

You never entirely conquer *your* prejudices [One never entirely conquers his prejudices].

The monotony which may result from the excessive use of *one* may be avoided by substituting *we*, *a person*, *people*, etc. Make the suggested substitutions in the sentence given.¹

¹Occasionally good writers do use the indefinite "you," when they want to be extremely informal, for the sake of the conversational tone which it lends to their style. See, for example, the selection from "The Left-Over

Do not confuse the direct, "second-person" *you* with the indefinite *you*:

Direct address:

When you make your fortune, I shall remind you of how you planned to spend your money.

Indefinite:

When you make a fortune, you usually forget how you planned to spend it.

In some cases the indefinite *you* places the reader in most undesirable situations:

When you are arrested, you are taken to the police station.

You don't get an opportunity to cheat on examinations any more.

100. Agreement of Antecedent and Pronoun in Number.—Note that the errors in the following sentences are corrected by the substitution of singular pronouns to agree with singular antecedents:

Everybody has *their* [his] own opinion.

Neither of them had *their* [his] lesson.

Anyone can do it if *they* want [he wants] to.

If anybody calls, ask if *they* [he] will leave a number.

Each one of the patrons expressed *their* [his] satisfaction.

If a person wishes to succeed, *they* [he] must be willing to work.

Everyone who applies should give *their* [his] age, name, and address.

101. "His or Her."—When the antecedent is a word of common (or indeterminate) gender, it is better to use the masculine pronoun only than the awkward construction "his or her":

Each student should submit *his* exercises to-morrow.

Every member of the group feels *his* responsibility.

Expression of Countenance" on page 28. Ordinarily, however, the construction is undesirable and the caution against its use should be carefully observed.

102. The Reflexive Pronoun.—Reflexive pronouns should not be used as substitutes for the regular personal pronouns:

Undesirable:

John and *myself* will do it.
Leave it for John and *myself*.

Correct:

John and I will do it.
Leave it for John and me.

The use of “*hissself*” or “*theirselves*” is, of course, a very gross error. Note, however, that with the exception of the third person the reflexive pronouns are formed on the possessive stem:

Myself, ourselves, yourself (but: *himself, themselves*).

103. Redundant Use of the Pronoun.—The following sentences illustrate a common type of pleonasm (unnecessary repetition of some part of the sentence). The construction is awkward and should always be avoided:

Mary, she knows where the book is.
Her curls, they have been cut off.

To correct the sentences omit *she* and *they*. However, when the antecedent becomes a part of a different construction, the pronoun is retained:

Ask Mary; she knows where the book is.
Her beautiful curls! They have been cut off.

104. The Reference Limitations of Relative Pronouns.—*Whose* is the possessive form of both *who* and *which*. It can therefore be used in reference to either persons or things:

a man *whose* hat, etc.; a house *whose* roof, etc.

However, a careful distinction should be made between *which* and *who* in their nominative and objective forms, the former (as a relative pronoun) referring only to things, the latter to persons. *That* is the oldest of the relative pronouns and is practically unlimited in its reference. It should not be used co-ordinately, however, with a different relative pronoun in the same sentence:

That is the book *which* my friend gave me.

That is the book *that* I read.

(But not: That is the book which my friend gave me and that I read with great interest.)

105. Exercise.—Make the necessary corrections:

1. He works for himself.
2. He would not work for John and myself.
3. A man whom I can trust and that trusts me is a safe friend.
4. The customer must present an identification card if he or she wishes to purchase his or her goods on credit.
5. Student after student presented their excuse.
6. When you enter college you feel important.
7. Every person present should express themselves.
8. Has either of the men made their report?
9. The committee was unanimous in their decision.
10. This is a scene whose beauty is greatly admired.
11. The old man asked everyone in the crowd if they had seen the accident.
12. Every person in the audience raised their voice in protest.
13. If anyone should visit our museum they would see many interesting things.
14. The captain gave the orders to Jones and myself.
15. He is one of the soldiers who distinguished themselves.
16. The Student Council announced their program for the term.
17. If you intend to become proficient in French you should begin to study the language when you are young.
18. Nobody wishes to rewrite his theme.
19. Neither of the boys admitted their guilt.
20. Has every student prepared their lessons?

21. Anne and myself were invited to dinner.
22. No train stops here on Sunday, for they want to be sure you don't get near civilization.

CASE¹

106. The Possessive with the Gerund.—Before a gerund the possessive (not the objective) form of the noun or pronoun should be used:

I was not surprised at *him* [his] leaving so suddenly.
 He told me about the *mayor* [mayor's] signing the ordinance.
 I had not heard of *it* [its] arriving.
 Do you object to *me* [my] going with you?

Care must be exercised, however, in distinguishing between the gerund and the participle in such constructions. When the participle is used, the objective form of the noun or pronoun is called for:

They found him coasting down the hill (but: They objected to *his* coasting . . .)

They watched him driving the car (but: They disapproved of *his* driving . . .)

107. The Nominative Case.—Do not use the objective form for the nominative in the following constructions:

1. Subject of verb: "We have found a maid *whom* [who] we believe will be satisfactory." (*Who* is the subject of *will be*.)
2. Subjective complement: "It is *us* [we]."
3. Apposition with nominative construction: "Two of the *Star's* correspondents, Martin and *me* [I], were admitted."
4. Nominative absolute: "Martin and *me* [I] having been admitted, the discussion began."

¹The subject of CASE is introduced at this point because of its practical application to the use of pronouns. The form of the English noun is not affected by case except in possessive constructions.

108. The Objective Case.—Do not use the nominative form for the objective form in the following constructions:

1. Object of verb: "Give the message to *whoever* [whomever] I send." (*Whomever* is the object of *send*.)
2. Indirect object: "That experience taught John and *I* [me] a lesson."
3. Apposition with objective construction: "They invited the two guests, Henry and *I* [me], to take dinner at the club."
4. Complement of *to be* (when *to be* has a subject): "They believed you to be *I* [me]."
5. Object of a preposition: "This matter is entirely between you and *I* [me]"; "That is for *we girls* [us girls] to decide." (Caution: Do not mistake the conjunctions *than* and *as* for prepositions.)
6. Subject of an infinitive: "He is the man *who* [whom] I supposed to be the owner of the property." (*Whom* acts as subject of the infinitive *to be*.)

109. Exercise.—In each of the following sentences insert the correct case form of the word in parentheses at the end of the sentence:

1. Was it _____ he said we should see? (they; who).
2. _____ and his associates they denounced (he).
3. They object to _____ coming in, for Xerxes is only a dog (Xerxes).
4. Detain _____ you find at the house (whoever).
5. The man _____ I thought to be my friend proved to be my enemy (who).
6. The man _____ I thought was my friend proved to be my enemy (who).
7. They asked the visitors, you and _____ as well as the others, to stay (I).
8. _____ did you call? _____ or _____? (who; he; I).
9. I had not heard of _____ resigning (he).
10. They thought it to be _____ (he).
11. He is as tall as either you or _____ (I).
12. He is tall and slender, like you and _____ (I).

13. It was Solomon, than _____ there was none greater (who).¹

14. He is no better than you or _____ (I).

15. Every one _____ I thought could be relied upon has been invited (who).

16. It gave _____ girls a great opportunity (we).

17. It was an affair of importance between John and _____ (I).

18. Was that _____ you saw this morning? (he, who).

19. Mother will prepare breakfast for you and _____ before we leave (I).

20. Do you object to _____ coming with me? (they).

21. _____ did you say it was? (who).

22. _____ shall I tell her called? (who).

VERBS

110. Agreement with Subject.—Among the chief sources of error in disagreement of verb and subject are: (1) the contraction “don’t,” (2) collective nouns, (3) subjects connected by conjunctions, (4) subjects plural in form but often singular in meaning, (5) foreign plurals, (6) failure to recognize the subject, (7) the use of “who” in the first person.

1. The use of “don’t” in the third person singular of the present tense is a gross violation of the rule of agreement of subject and verb in number:

Don’t [Doesn’t] he know it? The bell *don’t* [doesn’t] ring.

2. Collective nouns demand singular or plural verbs according to their meaning. In the following sentences the subjects are singular in form but are considered plural in meaning:

The class were disappointed with their grades.

The audience were of different opinions.

The majority of the class were boys.

¹See “than” in the dictionary.

The same subjects (when a different point of view is assumed) may be used with singular verbs. Note that each subject in the following sentences is considered as a unit.

The class was given its assignment.

The audience was solidly in favor of the suggestion.

The majority is planning to defeat the bill.

3. Subjects connected by “and” are compound and require a plural verb unless both elements of the compound are taken together to express a unit idea:

Bread and milk *are* both rich in food values (but: Bread and milk *is* a healthful diet).

When “or,” “either . . . or,” or “neither . . . nor” connects two singular subjects, the verb should be singular. If one of the subjects is plural, the one nearer the verb determines its form:

Neither the man nor his brother *was* seen.

Neither you nor I *am* right.

Either he or you *are* mistaken.

Has neither the man nor his friends sent word?

4. Many nouns plural in form may be either singular or plural in meaning (as “ethics”); others are always singular (as “news”); and others are always plural (as “tidings”):

Three days of grace *are* allowed (but: Three days *is* a short time).

Molasses *is* made from sugar cane.

Riches *are* for spending.

5. The recognition of foreign plurals is necessary to the proper use of the verb:

These data *are*, etc. [not: This data *is*].

These memoranda *were*, etc. [not: This memoranda *was*].

6. The failure to recognize the subject when it is separated from its verb by a phrase is often the cause of error, especially when "neither," "each," "each one," "every one," etc., are used as subjects:

Neither of the students *was* [not *were*] to blame.

Each one of you *is* [not *are*] invited.

Every one of the men *was* a *Canadian* [not *were Canadians*].

When the subject of a verb is a relative pronoun, failure to recognize the *antecedent* of the subject often causes difficulty. Under this head falls the much-discussed construction illustrated in the following sentences:

The rose is one of the fairest flowers that *grow* [not *grows*].

This is one of the many things which *are* [not *is*] yet to be done.

He is one of the senators who *favor* [not *favours*] the proposition.

In these sentences *one* is not the antecedent of the relative pronoun. The relative clauses modify *flowers*, *things*, and *senators* respectively. The meaning may be made plainer by rewriting the first sentence as follows:

Of all the flowers that *grow*, the rose is one of the fairest.

By changing the construction slightly the reference of the relative pronoun may sometimes be thrown back to *one*. In such a case the singular verb is demanded:

He is *the only one* of the senators who *favours* [not *favor*] the proposition.

7. The person of "who" is determined by its antecedent and often affects the form of the verb. In the following sentences note that "who" is in the first person:

Can you not trust me who *am* your friend?

It is I who *have* asked the favor.

III. Exercise.

1. Make a list of twenty foreign plurals which are common in English usage.

2. What is the third person, singular, present of *do*?

3. Explain the use of the plural verb in "you were" when "you" is singular in meaning.

4. Supply "was" or "were" in the following:

The committee _____ not able to agree.

A hue and cry _____ raised.

Neither man nor master _____ found.

_____ either you or I wanted?

Mathematics _____ studied by the ancients.

There _____ all kinds of books in the library.

The congregation _____ thinking of the minister.

The spectra of the stars _____ first classified by Secchi.

The assets of the firm _____ greater than its liabilities.

_____ neither of the men apprehended?

Every one of the books _____ saved.

_____ each of you given a task?

Neither the books nor the leather bag _____ in the locker.

5. What is the singular of "alumnae"? "data"? "genera"? "bacteria"?

6. Make necessary corrections:

It is I who bears the greatest responsibility.

They offered the position to me who am comparatively unknown.

Are neither of them here?

It is not I who is responsible.

This addenda was suggested by one of the editors.

Each of the boys were ready.

It is not I who am to be your successor.

Was the data brought to class?

III.2. Confusion of Transitive and Intransitive Verbs.

—Make a careful distinction between all forms of the

transitive verbs *lay*, *set*, and *raise* and the corresponding forms of the intransitive verbs *lie*, *sit*, and *rise*. (Consult the dictionary for the intransitive uses of *set*.)

113. Exercise.—Often the grammatical distinction between transitive and intransitive verbs is clearly understood but not applied in practice. Insert the proper verb in each of the following sentences:

1. This is where I _____ the book (*lay*, *laid*).
2. The water gradually _____ till it reached the track (*raised*, *rose*).
3. Steam was _____ from the kettle which _____ on the stove (*rising*, *raising*; *set*, *sat*).
4. The rocks have _____ there for centuries (*laid*, *lain*).
5. The road _____ east (*lays*, *lies*).
6. He _____ down to rest (*lay*, *laid*).
7. Let it _____ where it has always _____ (*lay*, *lie*; *laid*, *lain*).
8. _____ the rug where it _____ yesterday (*lie*, *lay*; *lay*, *laid*).
9. A little cabin _____ on the hill (*sits*, *sets*).
10. The prices have _____ (*raised*, *risen*).
11. The old chime clock has _____ on the mantel for years (*sat*, *set*).

114. Regular and Irregular Verb Forms.—A knowledge of the principal parts of a verb does not always insure correct usage. Errors in verb forms are more common in speech than in writing and, like many other errors, are often due more to carelessness and the force of habit than to ignorance:

I thought you had *forgot* to come.
 Have you *forbid* him to go?
 Has the bell *rang*?
 Charley *dove* in and *brung* him out.

115. Exercise.

1. Substitute the correct verb forms in the foregoing examples of error and give the principal parts of each verb.

2. Consult a grammar for a list of irregular verbs. Select ten that seem the most difficult and practice using the second and third forms in short sentences.

3. What are the two forms of the verb *light* in the past tense? Have the two forms the same meaning?

4. Substitute *hang* for *light* and answer the same questions.

5. Which of the following sentences contain errors? Make corrections:

You begun it by asking why I come.

It was boughten at the store.

The moon shined on the water.

He will write if he has got the appointment.

How much was bid?

He has ridden all morning.

The river had never overflown before.

The flannel shrunk when she washed it.

The house was shook by the wind.

The money was stole from a poor widow.

He read the passage she had chosen.

The runner fell when he reached the goal he had strove for.

The flowers sprung from the earth.¹

116. Misuse of Auxiliaries.

1. The interpolation of *have* (usually contracted in pronunciation to 'a' and sometimes written *of*) in the past perfect tense is a common error in speech:

If I'd *have* gone, etc.; If you'd *have* been here, etc.; If she'd *have* known it, etc.

¹Consult the dictionary for double forms of the past tense and past participle.

2. The use of "had ought" is no more permissible than the use of "had must." *Ought* is a defective verb and has only one form.

3. The distinction between *shall* and *will* is really not so complex as it is sometimes made to appear. Note carefully the following uses and interpretations:

First person—

I shall go [I expect to go].

I will go [I promise, or I am determined].

Second and third persons—

You *will* go [I expect you to go].

You *shall* go [I am determined, I command, or I promise].

He *will* go [I expect him to go].

He *shall* go [I am determined, or I promise].

The simple future, therefore, is expressed in the first person by *shall* and in the second and third persons by *will*. To express determination or promise on the part of the speaker use *will* in the first person and *shall* in the second and third persons.

In asking questions use the auxiliary (*shall* or *will*) that would be appropriate in the answer:

Will you do me a favor? [I will.]

Shall you be glad to see us? [I shall.]

117. **Wrong Tenses.**—Do not change the main tense of a narrative or use tenses indiscriminately in the same sentence:

We *were* crossing the bridge when up *comes* John. He *called* out, "Wait a minute!" but Carl *says*, "Let's run!"

Proper sequence of tenses must be observed. After the past tense of verbs of intention do not use the perfect infinitive:

I expected *to have won* [to win] the prize.

118. The Use of the Subjunctive.—Study carefully the following uses. Note that in dependent clauses the subjunctive always suggests an *unreal* condition:

1. The verb of a clause expressing a condition contrary to fact is in the subjunctive: “If I *were* you, etc.”

2. The verb of a conditional clause expressing mere supposition *may* be in the subjunctive: “If this *be* true, etc.” In modern prose, however, the indicative is more often used in this construction: “If this *is* true, etc.”

3. In noun clauses after verbs of wishing the subjunctive is often demanded: “I wish I *were* rich”; “I desire that he *know* the facts.”

4. The subjunctive is used in noun clauses after words expressing desirability, command, necessity, etc.: “It is imperative that this *be* done”; “It is necessary that he *go*.”

5. The main verb of an independent clause *may* be placed in the subjunctive to express a wish: “God *grant* it.” This is rare, however, except in religious, poetic, or archaic expressions.

119. Exercise.—Conjugate the verb “to be” in the present and past subjunctive.

Make the necessary corrections in the following:

You shall receive your reward [a promise].

I will always be grateful to you.

Hadn't he ought to explain the statement?

I hoped to have received a letter to-day.

If he was dishonest, his friends would have known it.

If he was guilty, he deserved his punishment.

If he is honest, why should he fear the truth?

I wish that what we have just heard was true.

Supply the proper subjunctive form of “to be”:

I desire that you _____ present.

Is it necessary that the letter _____ read?

God _____ merciful.

If this _____ treason, we are all traitors.

If his courage _____ not so great, he could never succeed.

PREPOSITIONS AND CONJUNCTIONS

120. The Preposition at the End of the Sentence.—The preposition may occupy any position in the sentence. The oft-repeated statement that a preposition must not stand at the end of a sentence has no basis in reputable usage. There is abundant authority for the use of the preposition as illustrated in the following sentences:

This is a good rule to live by.

It's a good world we travel through.

The superfluous use of "at" and "to" in such sentences as "Where is it at?" and "Where are you going to?" is, of course, a vulgarism. (Note that the error is corrected by omitting the preposition, not by changing its position in the sentence.)

121. Correlative Conjunctions.—Correlative conjunctions must occupy corresponding positions in the sentence. Each member of the correlative should stand before the same kind of construction:

They found *not only* the lock *but also* the key [Not: They *not only* found the lock *but also* the key].

122. Common Errors in the Use of Prepositions and Conjunctions.—In studying the following list note carefully the illustrations of error and the suggested means of correction:

Adapted for and adapted to. The former implies natural fitness; the latter, adjustment. Thus: "He is adapted *for* the work," but: "He adapted himself *to* the work."

Among, not between, should be used with more than two: "The three men divided the money *between* [among] themselves."

Angry at and angry with. *At* is used before a thing; *with*, before a person: "They were angry *at* the delay"; "They were angry *with* themselves."

Another and other should be followed by *than*, not by *from* or *but*: "They belong to another race *from* [than] the Chinese"; "It was none other *but* [than] Morgan."

As should not be used for *that* in sentences like: "I do not know *as* [that] I care."

As [good] as or [better] than should not be written without the second *as*: "My book is as new [as] or newer than yours."

Because should not introduce a clause used as subjective complement referring to "reason": "The reason he left was *because* [that] he feared the discovery of the plot."

Beside, meaning "next to," is often confused with *besides*, meaning "in addition to" or "with the exception of": "I have nothing *beside* [besides] this."

But is sometimes used superfluously after "doubt": "I have no doubt *but that* [that] you are right."

But what is often improperly used for *that* or *but*: "I have no doubt *but what* [that] you are right"; "I do not know *but what* [but] you are right."

Compare with and compare to. The former implies a thorough comparison for the purpose of discovering similarities and differences, while the latter simply implies a general similarity; *e. g.*, in similes and metaphors one thing is *compared to* (likened to) another, but to-day's stock quotations are *compared with* those of yesterday.

Different should be followed by *from*, not by *than* or *to*: "Customs in one country are different *than* [from] those in another"; "I found conditions different *to* [from] what I expected."

Differ with is always used in reference to opinion: "I differ *with* you [*i. e.*, I disagree with you]." But a difference of individual characteristics is indicated by *differ from*: "The brothers differ *from* each other in complexion and stature."

Due is incorrectly used in place of the compound preposition "because of" or "on account of": "The plan failed *due to* [on account of] his poor management." *Due* is properly used as an adjective, however, in: "The failure of the plan was *due to* his poor management."

Else should not be followed by *but*. Use *than*: "He thinks of nothing else *but* [than] money"; or: "He thinks of nothing but money."

Employed in is used instead of *employed at* in referring to an occupation: "Thousands are employed *at* [in] mining."

Enamored of is used, not *enamored with*: "He is enamored *with* [of] his work."

If should not be used for *whether* in sentences like: "Do you know *if* [whether] Mr. Brown lives here or not?"

In, expressing location, must be distinguished from *into*, expressing movement or progression: "The thieves broke *in* [into] the house."

Inside of is a colloquialism when used in the following manner: "We should know *inside of* [within] a week."

Like, as a conjunction, is not sanctioned by good usage (see dictionary): "Do *like* [as] I do."

Necessary is followed by *to*, not by *for*, in expressions like the following: "necessary *to* my happiness," "necessary *to* the completion of the work," etc.

Neither . . . nor. In this correlative, *or* must not be substituted for *nor*: "I like neither the first *or* [nor] the last."

No sooner should be followed by *than*, not by *when*: "We had no sooner entered the house *when* [than] the storm broke."

Outside, or outside of, is a colloquialism when used as follows: "Only one person *outside of* [except] me knows the secret."

Possessed of is correct (not *possessed with*): "He is *possessed of* great ability."

Preliminary to (not *preliminary for*) is correct: "Examinations are *preliminary to* entrance."

Provided is a conjunction; *providing* is a participle. They must not be confused in usage: "I shall go *providing* [provided] all arrangements are satisfactory."

So . . . as, rather than *as . . . as*, is used after negatives: "It is not *so* bad as that."

Try and should not be used for *try to*: "*Try and* come [Try to come]."

Without should not be used as a conjunction in place of *unless*: "I cannot read *without* [unless] I have my glasses."

123. Exercise.—Correct the errors in the following sentences:

1. The reason the reporter failed was because he lacked experience.
2. He has nothing but what was given to him.

3. He had no fear but what he would win.
4. I differ with you in politics.
5. What other cause but this is so important?
6. He could not see the house, due to the fog.
7. There is neither profit or pleasure in such an undertaking without one is possessed with enduring patience.
8. Inside of two hours we shall be able to compare our results to yours.
9. I feel like the duties should have been more evenly divided between the members of the committee.
10. How many votes in the electoral college are necessary to election?
11. He had no sooner entered upon his duties when he showed himself to be well adapted to the work.
12. His work was as well done if not better than mine.
13. He is not as angry at himself as he was.
14. He not only will be willing but glad to come.
15. He will be awarded the position providing his credentials are received inside of ten days.
16. It is not as easy to do the work like I want it done as you think it is.
17. What else but discontent could follow the president's announcement?
18. The questions were necessary for a direct diagnosis of the case.
19. He said he would try and do better.
20. The machine can be run by either hand or foot.

THE STRUCTURE OF THE SENTENCE

124. A Matter of Logic.—A recognition of logical relationships is involved in most of the topics mentioned under the head of sentence structure. To handle words and phrases so that the unity of the thought is maintained, to select certain ideas to emphasize and certain ideas to subordinate, to observe the rules of grammatical usage in relating the different parts of the sentence to one another are tasks which require logical thinking. A person's ability to construct a good sentence, there-

fore, is, to a certain extent, an indication of his ability to think clearly.

The following paragraphs cover most of the undesirable constructions that prevail in student themes, including common "weaknesses" in sentence structure as well as actual errors.

125. Disconnected Participles.¹—The use of the disconnected (or dangling) participle is ungrammatical and often results in absurd and ambiguous statements.

Standing on the roof, the river can be seen.

Having paid my fare, the conductor gave me a receipt.

Having read the books, they were returned.

As these sentences stand, what do the participial phrases modify?

126. Disconnected Gerund Phrases.—The same loose (or dangling) construction may involve gerunds as well as participles:

After filling the jars, they should be allowed to stand three days.

After stamping the letters, the envelopes were sealed.

On regaining consciousness, a crowd had gathered.

Often it is desirable, in correcting such sentences, to change the phrase to an adverbial clause; but it may also be possible to remedy the difficulty by changing the voice of the verb:

After the letters were stamped, the envelopes . . . etc.; or:
After stamping the letters, they sealed the envelopes.

¹Disconnected expressions and certain other constructions mentioned here are discussed also in connection with the subject of clearness. See page 8.

127. Disconnected Adjectives.—The loose and ambiguous use of an adjective is not so common but it is no less confusing:

Old as he was, the judge showed no mercy to the prisoner.
Dusty and tired from travel, the cool water was indeed refreshing.

128. Elliptical Clauses.—The subject should never be omitted from a modifying clause if the omission results in an ambiguous or dangling construction:

While [I was] washing the dishes, the blue plate was broken (or: While washing the dishes, I broke the blue plate).

129. Omission of Verbs.—Often two coördinate verbs demand different auxiliaries, in which case both auxiliary elements must be included:

We *were* commanded to leave, but Henry [was] allowed to stay.

Also, if different tense forms are required, no part of the verb should be omitted:

I thought so then and do now [think so].

130. Omission of Prepositions.—A preposition or an entire prepositional phrase is often incorrectly omitted:

Is this drawing different [from] or similar to Arthur's?

We never give presents [to them] or receive presents from them.

131. Misplaced Phrases and Clauses¹.—If a modifying phrase or clause is not closely connected with the word it modifies, ambiguity (or even absurdity) may result:

The clerk sold nine yards of silk to the customer thirty-six inches wide.

We found a picture in an old frame which looked like father.

¹See page 11 for other examples of misplaced phrases and clauses.

132. Parallelism.—The same grammatical form should be used for corresponding ideas. When the principle of parallelism is not observed, the resulting form is usually awkward, unemphatic, and ungrammatical.

He went West *for the purpose of inspecting* [to inspect] some of his father's property which he had never seen and [to] regain his health.

He fully expected that the men would be at the mill and *to find them* [that they would be] willing to begin work.

He was unhappy *because his plans had failed and on account of the loss of his position* [because of the failure of his plans and the loss of his position].

I told him about the story *with the peculiar plot and that had a disappointing ending* [with the peculiar plot and the disappointing ending].

He was uncertain whether to protest against the board's action or *whether he should submit to it* [to submit to it] without argument.

Coasting down hill is more fun than *to pull* [pulling] the sled back up again.

The aims of the organization are: (1) to purchase a new curtain for the stage, (2) *increasing* [to increase] interest in dramatics, and (3) *it expects to provide* [to provide] a high class of entertainment for the students.

133. Improper Co-ordination.—Often the attempt is made to co-ordinate expressions of unequal value: "We went fishing *and* [although] it was Sunday." Much more serious, however, is a partial parallelism which results in ungrammatical co-ordination. Note the manner in which the following sentence is revised in order to secure proper co-ordination:

Incorrect:

This is the Old House Longwood, which anyone may visit and see the room where the bust of the great emperor stands.

Correct:

This is the Old House Longwood, which anyone may visit and *in which one may* see the room where the bust of the great emperor stands.

The following sentences contain similar examples of faulty structure:

The picture was painted by an artist whom Mr. Peyster met in New York and *greatly admired his work* [whose work he greatly admired].

The memorial was erected in a park which the city owns and *St. Mark's Boulevard runs through it* [through which St. Mark's Boulevard runs].

One of the most illogical and ungrammatical attempts to co-ordinate is illustrated by the following type-sentence:

We cannot go farther *and him not discover us* [without his discovering us].

Study also the following sentences. They represent a common type of error due to faulty co-ordination:

Faulty:

It was the picture of a house with tall windows, steep gables, and very large.

The season was one of great rejoicing, much feasting, and very dear to the people.

Correct:

It was the picture of a very large house with tall windows and steep gables.

The season, which was one of great rejoicing and much feasting, was very dear to the people.

134. The "Chain Sentence."—Do not form the habit of using "and" excessively to link sentences together. Sometimes the repeated use of "and" may be effective (see the concluding paragraph of Poe's

Masque of the Red Death), but ordinarily it is very monotonous. It can usually be avoided by proper grammatical subordination or by the use of more sentences to convey the ideas. Improve the expression of the thought in the following sentence:

The work was not completed till Saturday *and* as I could get no train till ten o'clock *and* it was a slow one I stayed over Sunday *and* while there I met Mr. Ross *and* his family *and* they drove me over to Great Bend in their car *and* I took an afternoon train there *and* came to Denver.

135. "Choppy Sentences."—Another source of monotony is a series of "choppy" sentences. The fault can usually be corrected by combining short sentences through the use of appropriate connectives. Thus a pleasing variation in the length and construction of the sentences may be secured. Combine the following sentences, for example, and note the general improvement which results:

1. The message came on Sunday at two o'clock. We were in the library reading. The message contained the news of George's appointment.

2. We were driving to Springfield. We planned to go by way of Harper's Crossing. There had been a flood. Three bridges had been made unsafe. We went through Longview and Mountain Grove.

136. Ambiguity Resulting from Incorrect Omissions.—The relation between the different elements of the sentence must be made perfectly clear:

Did you put the purse in the trunk instead of [putting it in] the handkerchief bag?

Did he get the divorce or [did] his wife [get it]?

If you think [it] best,¹ I shall be there.

¹What part of speech does "best" become when the word "it" is omitted?

137. “When” and “Where” Clauses.—Note the following examples of the common misuses of *when* and *where* clauses:

It was to-day *when* [that] I promised to meet him.

An accident is *when something happens* [a happening which, etc.].

A silo is *where* [a vat in which] green fodder is packed.

138. Vague or Ambiguous Reference.¹—The antecedent of a word of reference must be definite and unmistakable. Note and correct the following errors:

If Congress had repealed that law, not one of *them* would have been re-elected.

They killed the fatted calf, *which* was only natural.

When *he* came in *he* asked *him* if *he* would bring *him* his book.

Since I have a dictionary-holder, I use *it* oftener.

The Arctic explorer told of his experiences *there*.

139. Incomplete Sentences.—An “incomplete sentence” is a contradiction in words, for an expression is not really a sentence unless it is complete in thought. The term is used, however, to designate *constructions which are incomplete in thought but which are punctuated as sentences*.²

Avoid the use of fragments such as those which appear in the following illustrations:

1. He could not keep his appointment this morning. Being called to St. Louis by a message from the manager of the company.

2. In the next place, although the letter was already written and plans had been made to leave on Wednesday.

3. Coming down the road and whistling happily, not a worry to burden his mind and perhaps not a hope or a wish except that June would last forever.

¹See also page 7.

²Although this error involves punctuation, it is treated here because it obviously results from careless thinking.

4. He was somewhat advanced in school. About a year. Perhaps two. Exceptional in every way.

Often the word "so" looks forward and leads the reader to expect some statement of *result*. In such cases the sentence must be carried out to a conclusion which satisfies this expectation:

Incomplete:

If a man does venture forth from the trodden path, he usually has lost *so much* time in deciding to do so, or does not venture far enough to make a very striking success.

Improved:

If a man does venture forth from the trodden path, he usually has lost so much time in deciding to do so *that he is practically a failure before he starts*; or else he does not venture far enough to make a very striking success.

Sometimes fragmentary sentences are used by reputable writers for the sake of emphasis. However, such violations of accepted form are not recommended as patterns for the beginner.

"And the Furnace, impassive, like a Buddha holding up the house with as many arms as an octopus, seems to be watching him with a grave yet idle interest. *Which is all the more horrible because it has no face.*"

"No roof but the blue above us. No floor but the beaten sod."

It is always permissible to punctuate as complete sentences: brief questions or answers to questions; units of conversation; exclamations; and groups of words in which the mind naturally supplies the missing element. For example:

"Why? It is very difficult to answer that question."

"Yes. Of course."

"So you found your money?"

"After an all-day search."

Marvelous!

Oh, the joy of living!

The more the better.

Better wear out than rust out.

140. Tangled Sentences.—Switching in the middle of a thought from one plan of sentence structure to another is an inexcusable type of carelessness in writing:

For a person in his teens to write on the subject of "The Errors of Youth" from his own experience would be very lacking in his arguments.

Some members of the Women's Welfare Club have been urging the legislature to pass a law requiring all persons who apply for a license to submit health certificates and compelling them to give one month's notice of their intentions to marry would be a very good thing.

141. The Shift from Plural to Singular Noun.—Another illogical twist in thinking is represented in the shift from plural to singular in such sentences as the following:

All of the men wore *an overcoat* [overcoats].

They all took their hats off their *head* [heads].

The students were asked to write with their *pen* [pens].

All the families lived in *a tent* [tents].

Correction may be made by using the plural form, as indicated, or by changing to a singular subject:

Each man wore an overcoat.

Each family lived in a tent.

142. Exercise.—Improve the structure of the following sentences:¹

1. The balloon was found by a small boy hanging in a tree.
2. I have a friend in the cast and who provides me with tickets.
3. Being hungry, they gave him a good dinner.
4. They put a ring on his finger of pure gold.
5. After finding the books, they were turned over to the librarian.
6. Happening to be at Burke's Crossing, the ferryman took us across the river.
7. Looking from here, the north cliffs can be seen.
8. He insisted and clamored for recognition by the chair.
9. I have always done my part and always shall.
10. The check was forwarded by mail and the books sent by express.
11. While dozing on the bank, my line began to bob violently in the water.
12. They put the water in the molasses jar instead of the milk.
13. True to the last, they found the captain with the secret code clutched in his hand.
14. Having died intestate, the court ordered the property to be divided equally among the heirs.
15. He had a great deal of money, a great many friends, and was apparently satisfied with life.
16. They have decided to request immediate action and that every effort shall be made to secure it.
17. Do not think that a person should not show his learning and be perfectly blank.
18. You shall not go and I stay at home.
19. The incident I referred to was when the boat capsized.
20. An eddy is where the water does not move with the main current.
21. The Missouri senator spent three weeks campaigning there.
22. He crossed the river in December which was very dangerous.
23. A duel is when two persons fight to settle a quarrel according to certain rules.
24. He brought a specimen to the scientist which he had found on a rock but did not know its biological classification.

¹Some of these sentences are taken directly from student papers; others are borrowed or adapted from exercise lists.

25. The students used classics left by pupils of former years which were in excellent condition.

26. Patrons will please report to the manager any discourtesies suffered from our employees, in order to secure courteous treatment.

27. The philanthropist offered to assist her but she asked them to give it to her children.

28. When Rover swam out into the water and recovered the stick, he threw it out again.

29. There we found Kennedy and having exchanged our experiences, the horses started.

30. In talking to the captain, he told me about the voyage.

31. Catching his horse, Frank put his bridle on and took his departure.

32. The merchant pursued the thief to an alley, where he disappeared.

33. The negotiations began early in 1803, which led to the purchase of Louisiana.

34. It is cheaper and will wear fully as long as gingham.

35. Paddling the canoe near the rapids, my paddle broke.

36. Seizing his rifle from the wall, accompanied by his two sons, they ran in the direction from which the cry came.

37. The committee recommended the improvement of the hall to be used as a workroom in every way possible.

38. The boy was knocked down and severely injured by a drunken motorist, on his way to the fire.

39. After bowing our heads, Father said grace.

40. There was a huge rosette just above her left ear which reminded one of a head of cabbage.

41. I have not been able to read, study, or anything, but walk the streets.

42. A chain dangled from the truck which made a racket every time it touched the ground.

43. Harry said he would come in the morning if he thought best.

44. A community center is where the neighborhood gathers for social and educational purposes.

45. One day while watching a basket ball game in our gymnasium, a guard threw three goals from center.

46. A solo is when one sings or plays alone.

47. He found a letter in the professor's desk revealing his past record.

48. He was a fairy-story prince, with big brown eyes, black hair, and very handsome.

49. Tell Irene of the new oxfords at Blank's, if she wanted canvas, and that they are on sale.

50. Burroughs was a great naturalist, the study of which he began when a boy.

THE STUDY OF WORDS

143. Use of the Dictionary.—The most complete reference book in English is the dictionary. To it may be referred questions relating to spelling, pronunciation, word-origin, grammatical classification of words, meanings (both obsolete and modern), and the general status of a word in modern usage. It also contains many valuable notes on grammatical constructions and idiomatic uses. It is important, therefore, to form the "dictionary habit."

144. Exercise.—A simple dictionary test may be devised¹ to test the facility with which the student is able to use the dictionary in gaining the information he needs. Following are sample questions which might be included in such a test. Try them out on yourself.²

1. What are the authorized pronunciations for *valet*? *oblique*?
2. What is the origin of the word *grog*? *bunkum*?
3. Is *suspicion* in good use as a verb? *enthuse*?
4. What is the British pronunciation of *been*? *reveille*?
5. As what different parts of speech may *like* be used?
6. What is the meaning of *hors d'œuvre*? *in medias res*?
7. What is the meaning of *amen*? *errata*?
8. What are the synonyms for *copious*?
9. What is the plural of *handful*? *cherub*? *bandit*? Which words have two permissible plurals?
10. What are the principal parts of *shrink*, *dive*, *dream*, *wake*?

¹See the Briggs Dictionary Test, *Teachers College Record*, September, 1923.

²In answering the questions in this exercise, consult the unabridged edition of *Webster's New International Dictionary*.

If the past tense or the past participle has two permissible forms, be sure to state both.

145. Exercise.—The following words are often used to describe weaknesses in style or diction. By consulting a dictionary discover the meanings of the words as they are used in the field of rhetoric or grammar. Between words of similar meaning make as clear distinctions as possible:

barbarism	obsolete	slang
colloquialism	periphrasis	solecism
impropriety	prolixity	tautology
localism	provincialism	verbosity
obsolescent	redundancy	vulgarism

146. Pronunciation.—We cannot say that we know a word thoroughly until we learn to pronounce it properly. Oftentimes we *assume* that our pronunciation of a word is correct without making an effort to “check up on ourselves” by reference to a dictionary.

In consulting a dictionary we should note whether or not a word may be pronounced in more than one way. In case two or more pronunciations are authorized, it is permissible to adopt any one of them. (It is well to distinguish, however, between exclusively British pronunciations and American pronunciations.) If authorities differ in regard to the pronunciation of a word, it will be found listed under *Synopsis of Words Differently Pronounced by Different Orthoëpists* in the introductory section of the dictionary.

147. Exercise.—What is the proper pronunciation of the following words? Do not assume that your own habitual pronunciation is correct. Check your

pronunciation by reference to a dictionary *in every case*.¹

apparatus	incognito	precedence
biographical	irrevocable	vagary
chastisement	lamentable	vaudeville
formidable	maintenance	vehemently
gondola	often	vehicle
horizon	orchid	viscount

148. Miscellaneous Mistakes in Diction.—The following list of solecisms, improprieties, etc., does not include errors that have been adequately treated in another section. The dictionary should be used freely in connection with the study of the list:

A or an should not follow *kind of* or *sort of*: “What kind of [an] error is this?” “I like that sort of [a] book.”

Accept. See *except*.

Affect must not be confused with *effect*: “He was not *effected* [affected]² by the news”; “The news *affected* [effected]² a change in his attitude”; “The news had no *affect* [effect] on him.

Aggravate, in the sense of “annoy” or “provoke,” is a colloquialism: “He was *aggravated* [annoyed] by the occurrence” (but: “The occurrence aggravated his ill humor”).

Alone is sometimes misused for *only*: “I talked to the manager *alone* [only].”

Any is sometimes improperly used for *all*: “The best of *any* [all].”

Aught, meaning “anything,” must not be confused with *naught* “a cipher”: “How many *aughts* [naughts] should I write?”

Avenge implies just punishment for wrongdoing; *revenge* implies retaliation.

Avocation (a pastime occupation) must not be confused with *vocation* (a calling or profession).

Balance, in the sense of “remainder,” is colloquial: “We ate the *balance* [rest] of our lunch.”

¹A more extended list of words for pronunciation practice will be found on page 149.

²Words bracketed in roman type represent correct forms.

Both is superfluous with *alike*: "Our hats are [*both*] alike."

Complected is a barbarism: "He was dark *complected* [complexioned]."

Contemptible means "deserving contempt"; *contemptuous* means "exercising, or showing, contempt": "His actions are *contemptible* and should be regarded *contemptuously*."

Continual implies "continued recurrence"; *continuous* implies "unbroken, or uninterrupted, continuation": "He is *continually* speaking of it"; "He spoke *continuously* for three hours."

Credible means "believable"; *credulous* means "believing": "Only a very *credulous* person would believe such an *incredible* tale."

Decided is not the same as *decisive*. Note the difference between "He won a *decided* victory" and "He won a *decisive* victory."

Disinterested does not mean "uninterested": "He was *disinterested* [uninterested] in the report"; "The arbitrators must be *uninterested* [disinterested] persons."

Each other applies to two; *one another*, to more than two: "'Love *each other* [one another]' is a principle of Christian brotherhood."

Elegant implies an exercise of good taste. Avoid such inelegant expressions as "She has *elegant* hair."

Enormity suggests "wickedness"; *enormousness*, "vastness": "the *enormity* of the crime"; "the *enormousness* of the cost."

Enthuse has never received the stamp of good usage: "He was *enthused* [enthusiastic] over the prospects."

Etc. should never be preceded by *and*. The abbreviation *etc.* (et cetera) means "and other things." Hence the *and* is superfluous in "books, papers, *and* etc." Care should also be taken not to use *etc.* after names of persons: "John Smith, Tom Brown, *etc.* [and others]."

Ever is superfluous with *seldom* and *rarely*: "He is *seldom ever* right." Omit *ever* or insert *if*.

Except must not be used for *accept*: "I *excepted* [accepted] the invitation."

Exceptionable means "objectionable"; *exceptional* means "unusual." Compare "He made no *exceptionable* statements" with "He made no *exceptional* statements."

Expect looks to the future. Do not say, "I *expect* he was there." *Suspect*, *suppose*, *imagine*, *think*, or *believe* can usually be substituted.

Falseness suggests blame; *falsity* merely defines a quality or characteristic and usually applies to things rather than persons: "the *falseness* of one's friend"; "the *falsity* of a theory."

Fetch is equivalent to "go and bring": "*Fetch* me a book from the next room" (but: "*Bring* me the book you are reading").

Further and **farther**. The latter usually refers to specific ideas of spatial distance; the former, to general ideas of quantity or degree: "to throw *farther*"; "to think *further*." It is permissible, however, to use *further* in either sense.

Get is one of the most liberally used words in the language. It is almost impossible to draw a clear line of distinction between its correct idiomatic uses and its doubtful colloquial uses. Meanings substantiated by the dictionary are: (a) to obtain: "to get an appointment"; (b) to receive: "to get a letter"; (c) to induce: "to get him to speak"; (d) to cause to be: "to get a door open"; (e) to remove (in a reflexive sense): "to get [oneself] out of the country"; (f) to arrive at: "to get to Seattle"; (g) to become: "to get tired." Note idiomatic uses of *get* with *over*, *through*, *up*, etc.: "to get over the measles," "to get through the year," "to get up."

Got is preferred to *gotten* except in certain compound expressions like "ill-gotten." *Got* should not be used to express mere possession: "He has [*got*] brown hair."

Healthful means "contributing to health"; *healthy* means "characterized by health": "*healthful* diet"; "*healthy* children."

Human should not be used as a noun: "He was a *human* [human being]."

Humane, meaning "merciful," must not be confused with *human*. Distinguish between "a human act" and "a humane act."

Illy is not in accord with good usage. Use *ill*.

Ingenuous means "frank"; *ingenious* suggests "cleverness" or "inventive ability": "a simple, *ingenuous* nature"; "the work of an *ingenious* mind."

Kind of is a colloquialism for "rather" or "somewhat": "I was *kind of* [somewhat] disappointed."

Last should not be used for *latest* in sentences like the following: "His *latest* [not necessarily his *last*] book has just been published."

Less is used with ideas of amount or size; *fewer*, with ideas of number: "He made *less* [fewer] mistakes than usual."

Liabie does not mean "likely": "Is it *liabie* [likely] to rain?"

Locate is often incorrectly used to mean "settle" or "take up

one's residence." Such an intransitive use of *locate* is a colloquialism.

Luxuriant suggests "abundance in growth," while *luxurious* pertains to "luxury": "*luxuriant* foliage"; "*luxurious* furnishings."

Most is often incorrectly substituted for *almost*: "It surprised *most* [almost] everyone."

Mutual conveys the idea of "reciprocal." Distinguish between "a *common* interest" and "a *mutual* interest."

Naught. See *aught*.

Neither one and **either one** apply to one of two, not to one of several: "Draw a line through *either* [any one] of the three points"; "*Neither one* [None] of the five men came."

None. Usage favors the singular verb with *none*: "None is perfect."

O and **Oh.** *O* may be used, without punctuation, before a noun in direct address. *Oh* has greater exclamatory value and is followed by either an exclamation point or a comma: "O Captain!" "Oh, the joy of living!" "Oh! I see."

Of is superfluous in the following constructions: "I could not accept [of] your service"; "I do not remember [of] being there"; "Keep off [of] the grass."

Only should not be used for "except" or "besides": "Nobody knew it *only* [except] John."

Per is correctly used in Latin phrases like *per centum*, *per diem*, *per annum*. *A* or *an* may be substituted for *per* when the English noun is used: "a hundred dollars *a* day."

Perpendicular lines are not necessarily *vertical*: "A *vertical* line is *perpendicular* to the plane of the horizon."

Plan on is a vulgarism in "Did you *plan on* going [plan to go]?"

Practical and **practicable** are not synonymous. Show how a proposed course in science could be *practical* without being *practicable*, and vice versa.

Preventative is an "unnecessary and irregularly formed doublet of *preventive*."

Propose must not be used for *intend* or *purpose*: "Do you *propose* [intend] to go to college?"

Proved is preferred to *proven*: "He has not *proven* [proved] his point."

Quite means "entirely": "You are *quite* right." It must not be used in the sense of "rather" or "very": "It is *quite*

[very] warm.” Another common misuse of *quite* is found in such expressions as “*quite* a few,” “*quite* a little,” etc.

Same should not be used as a pronoun: “We have received the blanks and shall return *same* [them] within ten days.”

Some must not be used for *somewhat* or *slightly*: “This is *some* [somewhat] more than I need”; “Turn *some* [slightly] to the left.”

Stimulus is a more general term than *stimulant*: “His success was a *stimulus* to others”; “Brandy was used as a *stimulant*.”

Suspicion must never be used as a verb: “Why do you *suspicion* [suspect] him?”

Transpire means “to become known,” not “to come to pass.” “Nothing of importance *transpired*” means “Nothing of importance *became known*”; it is incorrect if the intended meaning is “Nothing of importance *happened*.”

Ways is often loosely used for *way*: “a long *ways* [way] off.”

APPENDICES

APPENDICES

	PAGE
TURN TO THE RIGHT	117
ADDITIONAL EXERCISES	120
ENGLISH ACCURACY TEST	137
SAMPLE WORD LISTS	143
SUGGESTED TOPICS FOR COMPOSITION	151
OUTLINES	155
FOURTEEN POINTS ON MANUSCRIPT FORM	158

APPENDIX A

TURN TO THE RIGHT

Some of the errors in the left-hand column *you will recognize* as your own. Correct forms are given in the right-hand column. This list might be greatly extended. It is only a *sample* list to be used as a basis for drill or as an exercise for review.

THE WRONGS ARE ON THE LEFT

1. Does'nt.
2. Ladies hats.
3. James' turn.
4. For conscience's sake.
5. A bird in it's cage.
6. He said, "its true."
7. Somebody's else business.
8. He told me his name, it was John Smith.
9. He felt very badly.
10. I like those kind of books.
11. A good kind of an apple.
12. The apple is no good.
13. Most all of us.
14. There wasn't but one mistake.
15. I couldn't hardly hear.
16. He does real good work.
17. She did it easy.
18. I was too hurt to reply.
19. All men are not honest.
20. Everybody must do their best.

THE RIGHTS ARE ON THE RIGHT

1. Doesn't.
2. Ladies' hats.
3. James's turn.
4. For conscience's sake.
5. A bird in its cage.
6. He said, "It's true."
7. Somebody else's business.
8. He told me his name; it was John Smith.
9. He felt very bad.
10. I like that kind of book.
11. A good kind of apple.
12. The apple is not good.
13. Almost all of us.
14. There was but one mistake.
15. I could hardly hear.
16. He does very good work.
17. She did it easily.
18. I was too badly hurt to reply.
19. Not all men are honest.
20. Everybody must do his best.

THE WRONGS ARE ON THE
LEFT

21. Each of the girls had their lesson.
22. Mary and myself saw her.
23. The bell don't ring.
24. Neither Mary nor Alice were there.
25. This data is correct.
26. She is one of the girls who likes Tennyson.
27. Each one of you are invited.
28. Every one of the girls were blondes.
29. I am going to lay down.
30. The vase sets on the table.
31. Prices have raised.
32. I expect he has forgot.
33. He dove into the water.
34. Has the bell rang?
35. He was sentenced to be hung.
36. I will be eighteen soon.
37. I hoped to have been. . . .
38. If I was in your place. . . .
39. I wish I was there.
40. The three girls divided the candy between themselves.
41. I don't know as I care.
42. I don't know but what you are right.
43. The grade was different than I expected.
44. The crop failed due to dry weather.
45. They burst right in the president's office.
46. It seems like they don't care.

THE RIGHTS ARE ON THE
RIGHT

21. Each of the girls had her lesson.
22. Mary and I saw her.
23. The bell doesn't ring.
24. Neither Mary nor Alice was there.
25. These data are correct.
26. She is one of the girls who like Tennyson.
27. Each one of you is invited.
28. Every one of the girls was a blonde.
29. I am going to lie down.
30. The vase sits on the table.
31. Prices have risen.
32. I suspect he has forgotten.
33. He dived into the water.
34. Has the bell rung?
35. He was sentenced to be hanged.
36. I shall be eighteen soon.
37. I hoped to be. . . .
38. If I were in your place.
39. I wish I were there.
40. The three girls divided the candy among themselves.
41. I don't know that I care.
42. I don't know but you are right.
43. The grade was different from what I expected.
44. The crop failure was due to dry weather.
45. They burst right into the president's office.
46. It seems that they don't care.

THE WRONGS ARE ON THE
LEFT

47. I can go providing it doesn't rain.
48. I can't go without I get a "special."
49. After tuning in, Coolidge could be heard speaking.
50. You can't get out and me not know it.
51. Poor writing is when you can't read it.
52. I was surprised at Mr. Wood remembering me.
53. Do you object to me coming?
54. She is the girl whom we thought was Mary.
55. The party was given for we girls.
56. The invitation was for Mary and I.
57. Speak to whomever comes in.
58. She is light complected.
59. We should all love each other.
60. I was enthused about it.
61. Exercise is healthy.
62. I was kind of sorry.
63. Preventative medicine.
64. I propose to graduate.
65. There were quite a few. . . .
66. All humans are more or less alike.
67. She planned on going.
68. Don't get off of the walk.
69. Students, who never make mistakes, need not study these errors.

THE RIGHTS ARE ON THE
RIGHT

47. I can go provided it doesn't rain.
48. I can't go unless I get a "special."
49. After tuning in, we could hear Coolidge speaking.
50. You can't get out without my knowing it.
51. Poor writing is writing which it is difficult to read.
52. I was surprised at Mr. Wood's remembering me.
53. Do you object to my coming?
54. She is the girl who we thought was Mary.
55. The party was given for us girls.
56. The invitation was for Mary and me.
57. Speak to whoever comes in.
58. She is light complexioned.
59. We should all love one another.
60. I was enthusiastic about it.
61. Exercise is healthful.
62. I was rather sorry.
63. Preventive medicine.
64. I intend to graduate.
65. There were several. . . .
66. All human beings are more or less alike.
67. She planned to go.
68. Don't get off the walk.
69. Students who never make mistakes need not study these errors.

APPENDIX B

ADDITIONAL EXERCISES

NOTE: Most of the nineteen exercises which follow have been "made up" especially for class use in reviewing the topics of the text. Some of the sentences are original; others have been taken from student themes; and a few have been submitted by students who were asked to secure them from any sources which were available.

As a rule, one particular class of errors is stressed in each exercise. The last five exercises are more general in character, containing miscellaneous errors for correction.

I

PLURALS

1. Correct the errors in the following sentences:

- a. Forty of the alumna were present.
- b. This data was shown to be untrustworthy.
- c. This phenomena is very common in this part of the country.
- d. Two spoonsful will be sufficient.
- e. The solos were given at the beginning of the program.
- f. The echoes died away slowly.¹

2. Insert the proper plurals in the blanks:

- a. There were two_____ in the number (3).
- b. How many _____ are in the park? (deer).

¹It is important to understand that *not all the sentences inserted in the exercises need correction*. The presence of an occasional *correct* sentence calls for greater alertness in performing the exercises and greater discrimination in the detection of error.

- c. The planets rotate upon their _____ (axis).
- d. These two points represent the _____ of the ellipse (focus).¹
- e. The _____ grew in size with each repetition of the story (mosquito).

3. Insert the proper singular forms in the blanks :

- a. To what _____ does the plant belong? (genera).
- b. The algebraic _____ of the power was a large number (indices).
- c. They had reached the second _____ of rock (strata).
- d. He held one _____ in his hand (dice).
- e. The _____ was impressive (tableaux).
- f. A _____ is the twelfth part of an English shilling in value (pence).

II

CAPITAL LETTERS

1. Properly capitalize the following :

- a. The meeting of the fifty-ninth congress was characterized by long and stormy debate.
- b. A senator from the south introduced an important bill which was referred to the committee on foreign affairs but which was not reported out of the committee until late in the spring.
- c. The preface of mr. blank's book states the purpose specifically.
- d. The most interesting chapter in the book is chapter XIV.
- e. The resolution read :
 whereas, it has long been the custom
etc., therefore be it
 resolved, thatetc.
- f. "What the world is made of" is the title of an interesting article in the december issue of this magazine.
- g. The winning story was called "the ms found in a bottle."
- h. The letter was addressed : sergeant K. P. Spencer, eighty-second company, sixth regiment, united states marine corps, american expeditionary force, france.
- i. He admired the gothic architecture of the cathedral.

¹ When there are two permissible forms of the plural, mention both of them.

- j. The appeal was made by the associated charities.
- k. What textbook of mathematics is used in the high school at junction city?
- l. He could repeat the ten commandments and the golden rule.

2. Correct the capitalization in the following sentences :

- a. Such argument reminds one of the lilliputian controversies.
- b. The Moors are said to have been the first to make Morocco leather.
- c. Ivan the terrible was made czar of Russia in 1547.
- d. Should this sentence be set in roman type or in Italics?
- e. Documents such as the bill of rights and the declaration of independence mark the progress of democracy.
- f. The universe is directed by a supreme intelligence.
- g. The minister read the sermon on the mount and the parable of the ten virgins.
- h. The secretary of state refused to comment on the international situation.
- i. One of the duties of the Vice-president of the United States is to act as president of the senate.
- j. It is generally supposed that the american indians are an offshoot of the mongolian race.
- k. He read from the scriptures : "the fool hath said in his heart, 'there is no god.'"
- l. Who was the leader of the third crusade?
- m. Most of the stars in the milky way are at inconceivable distances from one another.
- n. Nature smiled when spring came by strewing the path with flowers.
- o. "Good morning, professor," said the young assistant, who had just received the degree of Master of Arts.

III

PUNCTUATION

1. Point out the errors in the punctuation of the following :

- a. "Come, he said, this will never do!"
- b. The following is an extract from a novel :
 "Is the letter ready," Barry asked.
 "Yes, this is what I have written, "Your use of the word
 "dishonorable in yesterdays speech calls for a personal
 explanation."
- c. One truth is clear, Whatever is is right.
- d. In the third stack from the rear will be found books of gen-
 eral statistics (e. g. the Worlds Almanac and the Statesmans Year
 Book.)
- e. For John Henry had bought a pair of gloves, for Mary ■
 scarf.
- f. Work for the night is coming.
- g. Edgeworth and Co. contractors of Des Moines Iowa were the
 builders of our public library which stands at the corner of Thirty-
 ninth and Locust Streets.

2. Punctuate properly the following sentences :

- a. Mr. Brown purchased a volume of Poes stories containing a
 MS Found in a Bottle The Gold-Bug The Purloined Letter etc at
 Thomas and Hardys bookstore
- b. The chair the filing cabinet and the desk were ordered in
 December 1917
- c. Thomas Paines Rights of Man an answer to Burkes Reflec-
 tions on the French Revolution was published in 1791
- d. Who wrote Franklins Autobiography was a question he could
 not answer
- e. Did you ever hear Dr Clark read The Blue Bird
- f. The messenger had been recalled a letter explaining the situa-
 tion written and a new application filed before ten oclock Satur-
 day
- g. It will be necessary however to find out three things viz the
 authors name the date of publication and the exact title
- h. His statement was At 4 15 a m we were awakened by the
 sound of an explosion
- i. John was reading Tennysons In Memoriam Henry Brownings
 Men and Women and William Emersons Essays
- j. He sang the one song over and over Jack and Jill went up the
 hill etc

IV

THE APOSTROPHE

Insert the proper possessive forms in the following sentences :

1. Everything should have _____ place (it).
2. There is a sale of _____ hats (ladies).
3. The book is _____ (she).
4. Go to _____ book store (Bryant and Douglas).
5. Mrs. Smith enjoyed her _____ visit (daughter-in-law).
6. This is _____ hat (somebody else).
7. _____ horses tied in the race ; so the prize was divided (Smith and Meyer).
8. Have you read _____ speeches ? (Demosthenes).
9. The four _____ work was successfully completed (weeks).
10. There is nothing but has _____ uses (it).
11. All the glory is _____ (they).
12. I met them at the _____ convention (teachers).
13. He heard Mr. _____ oration (Williams).
14. Where is the _____ home ? (orphans).
15. The _____ pig got away (piper, son).
16. The _____ demands were unfair (strikers).
17. They observed _____ law (Moses).
18. Hoping that this will be satisfactory, I am _____ very truly (you).

V

MAINLY ABOUT PRONOUNS

Insert the proper words in the following blanks :

1. Everybody there was delighted with the program _____ had heard (he, they).
2. Everyone should contribute if _____ able (he, they ; is, are).
3. Neither Mary nor Alice had brought _____ work (their, her).
4. Every man, woman, and child in the community _____ expressed _____ willingness to help (have, has ; his, her, their).

5. A person's temptations are the test of _____ strength (their, his).
6. No one was willing to tell what _____ knew about the matter (he, they).
7. The committee could not be diverted from _____ purpose (their, its).
8. Man after man expressed _____ willingness to serve (his, their).
9. The treasurer, as well as the secretary and the first vice-president, sent in _____ resignation(s) (his, their).
10. This is one of the books which _____ been of such great help to me (have, has).
11. How can they accuse me, who _____ always been their friend? (have, has).
12. _____ either of the applicants state _____ age? (don't, doesn't; their, his).

VI

THE CASE OF PRONOUNS

Insert the proper pronouns in the following blanks :

1. This is a matter for _____ and _____ only to consider (he, him ; I, me).
2. All of _____ girls were pleased (we, us).
3. Both _____ and _____ I suspect of being implicated in the matter (he, him ; she, her).
4. Both _____ and _____, I am sure, were implicated in the matter (he, him ; she, her).
5. I told John and _____ to be there (he, him).
6. He said that you and _____, to be there at 5 o'clock, should start before noon (I, me).
7. Just between you and _____, this will prove to be a fortunate thing for _____ boys (I, me ; we, us).
8. The speakers were _____ and _____ (he, him ; I, me).
9. _____ it is who is responsible (he, him).
10. _____ and the others were allowed to pass ; but _____, who had no tickets, they stopped at the gate (he, him ; we, us).
11. All of the members of the class, you and _____ as well as the others, are requested to attend (I, me).

12. Was it _____ who called? (he, him).
13. I thought it to be _____ (he, him).
14. Speak to _____ you meet (whoever, whomever).
15. Neither of _____ girls knew _____ the visitors were (we, us; who, whom).
16. _____ shall I send it to? _____ or _____? (who, whom; he, him; she, her).
17. He will do more than you and _____ (I, me).
18. I do not know _____ the guilty person is, but I believe it to be _____ (who, whom; he, him).

VII

ADJECTIVES AND ADVERBS

1. Make any corrections which may be needed in the following sentences :

- a. I have read many books but this is the best of any.
- b. They only had three shades of blue and neither one of them would do.
- c. Let me give you the best half.
- d. This canal is longer than any in the world.
- e. This has done more for the cause of democracy than anything I know of.
- f. The rod connects the two wheels together.
- g. I don't remember of having met Mr. Crabbe since he returned back home.
- h. The slave repeated the words over to himself as he followed after his master.
- i. All the members of the class are not present to-day.

2. Insert the correct form in the blanks :

- a. The apple tastes _____ (good, well).
- b. The meat should be cooked _____ (tender, tenderly).
- c. Always use English _____ (correct, correctly).
- d. Please speak _____ so that we can hear very _____ (louder, more loudly; distinct, distinctly).
- e. I shall not discuss the matter _____ with you (farther, further).
- f. I feel _____ to-day (bad, badly).
- g. It was an _____ devised plan (ill, illy).

VIII

ADJECTIVES AND ADVERBS (continued)

A few of the adverbial usages in the following sentences are incorrect. Make any corrections that are necessary, and underline the adverbs which have two authorized and acceptable forms:

1. Drive slow.
2. He spoke long and earnest.
3. Come quick when I call you.
4. Washington's army was illy provisioned.
5. He worked faithful and good.
6. Both of the men came to the meetings regular.
7. I bought the book cheap.
8. Did he pronounce the word proper?
9. The fast diminishing store of provisions was soon exhausted.
10. In an argument, Henry always spoke lowly, but John talked loud and excited.
11. The paper is folded wrong.
12. Never before had I seen the moon shine so bright.
13. He began the work ready enough but soon became discouraged.
14. Drink deep of the fountain of learning.
15. It was ■ critical hour, but the leader looked calm and confident.
16. The valley lay quiet and peaceful before him.
17. It is important that you answer this question right.
18. He acts honest, — but appearances are sometimes deceiving.
19. The breezes whispered soft and low.
20. I have felt bad most all week.

IX

VERBS—SINGULAR OR PLURAL?

1. Correct the following:

- a. The exact number of accidents were given in the report.
- b. The class was arguing the question among themselves.
- c. Athletics are an important subject in school.

- d. The committee was unanimous in their¹ report.
- e. Politics are the science of government ; ethics are the science of moral duty.
- f. The guard was sent to their respective posts.
- g. The committee differs in their opinion¹ concerning its¹ report.
- h. Mr. Smith's Bible class is to be our visitors next Sunday.

2. Insert the proper verb forms in the following sentences :

- a. Two hundred dollars _____ the price of the dress (are, is).
- b. A thousand years _____ as a day (are, is).
- c. Forty feet of rope _____ required (were, was).
- d. Each of you _____ requested to come (are, is).
- e. Ten per cent of the pages _____ torn (were, was).
- f. Ten per cent of his income _____ devoted to charity (are, is).
- g. Each one of the members who are present _____ signed the petition (have, has).
- h. Every one of the books _____ sold within an hour (were, was).
- i. None of the books he sent me _____ interesting (is, are).
- j. Neither one of the boys _____ failed in the performance of duty (have, has).
- k. Neither John nor you _____ given permission to go (were, was).
- l. _____ either of the captains reported to headquarters? (have, has).
- m. None but the brave _____ the fair (deserve, deserves).
- n. Any one of the schools _____ prepared to give excellent training in that subject (are, is).
- o. The lightness and durability of the machine _____ in its favor (are, is).
- p. Every one of the members of the class _____ present yesterday (were, was).
- q. Every door and window _____ wide open (were, was).

¹Your decision in regard to the verb may affect the form of a word later in the sentence.

X

PREPOSITIONS

In most of the following sentences wrong prepositions have been used ; point out all such errors and any others that may be found :

1. These examinations are preliminary for entrance in the university.

2. I differ from you in regard to the number of votes in the electoral college necessary for election.

3. Besides being angry at the editor, due to the aspersive nature of his report, which consisted of a number of misquoted and isolated statements, the lawyer selected two reporters whom he believed to be well adapted to the task at which he wished to employ them and set about discovering and revealing the political secrets of the editor's past.

4. Most of the men were employed at pattern-making.

5. It looks like it ought to be satisfactory.

6. This seems to me like a very desirable thing.

7. I was angry at myself for not having perceived that immediate action was necessary for the success of the enterprise.

8. He went in the room, but found no one in it.

9. Let us compare these modern prints to those of fifty years ago.

10. He was possessed with a great ambition to excel in his work.

11. The date finally agreed to was different than announced in the paper.

12. The features of Donatello were carefully compared to those of the "Faun of Praxiteles."

13. It often takes courage to differ from those who are possessed with great power.

XI

PROPER USE OF WORDS

Correct the diction of the following sentences :

1. One of the prisoners was sentenced for life ; the other was hung.

2. He seemed kind of disappointed when he heard the news.
3. What kind of a person is he?
4. His room was luxuriantly furnished.
5. Draw a perpendicular line on the blackboard.
6. The plan, although excellent in every respect, is not at present practical.
7. What do you propose to do this summer?
8. A bill providing for the appointment of a new tax commission will pass, providing it is introduced early in the session.
9. We must revenge the wrongs of the innocent.
10. After many years it transpired that he had located in Idaho.
11. He found himself in a very unique situation.
12. He was yet a long ways off when I saw him.
13. Try and not aggravate your sister.
14. The new minister did not at first realize the enormity of his task.
15. Do not make such incredulous statements.
16. The news of the party's success was a stimulant to action.

XII

PROPER USE OF WORDS (continued)

Correct any errors in diction that may be found in the following sentences :

1. Our hats are both alike.
2. The unhealthy diet did not seem to effect her complexion.
3. Courage alone will save him—nothing else but courage.
4. They chose another route from the one we took.
5. How many aughts were placed after the decimal point?
6. They found that they had a mutual interest in the book.
7. Such actions are contemptible and should be regarded contemptibly.
8. He was continuously interrupted in his work.
9. The water flowed continually through the channel for two years.
10. He holds decisive opinions in the matter.
11. The president cast the decisive vote.
12. Customs here are different to those in China.
13. It was easy to see that they were both in love with one another.

14. What an elegant day! Every one ought to be enthused over it.

XIII

DISTINGUISHING BETWEEN WORDS

Insert the appropriate words in the following sentences:

1. Are you going to _____ the invitation? (accept, except).

2. The treatment is guaranteed to _____ a cure (affect, effect).

3. He remembered the good _____ which his father had given him (council, counsel).

4. In his article the editor _____ that money was being misappropriated by the committee (implied, inferred).

5. His art has grown from a hobby to a profession. The painting of pictures was once merely his _____; it is now his _____ (vocation, avocation).

6. The speaker made a brief _____ to the proposed treaties (allusion, illusion).

7. After radium had been _____ many devices for utilizing it in practical ways were _____ (discovered, invented).

8. He refused to accept the new position because he feared that its duties would take him into climates which are not _____ (healthy, healthful).

9. The article was a plea for more _____ treatment of animals (human, humane).

10. One reason for choosing Judge Adams as arbitrator is that he is wholly _____ (uninterested, disinterested).

XIV

DEFINITION TEST

This test calls for the ability to recognize meanings rather than the ability to give complete definitions of words. The words of the test occur in the column at the left-hand side of the page. After each word are

written five other words or phrases. Underline the one of the five which most nearly expresses the meaning of the word to be defined.

ablution	forgiveness, mineral, bath, cooking, destruction.
affable	humorous, timid, sociable, weak, apologetic.
atrophy	dry up, reward, make rough, fly away, satisfy.
bucolic	medical, painful, drunken, rustic, angry.
criterion	officer, standard, editor, newsboy, judge.
cursory	injurious, canine, rough, brief, profane.
dissension	ascent, descent, convention, worship, quarrel.
ebullition	boiling, destruction, growth, cruelty, decoration.
elicit	request, illegal, draw out, listen, silent.
enigmatic	racial, unusual, firm, puzzling, rubber-like.
forensic	pertaining to duels, foreign, economic, ill, rhetorical.
gnome	animal, hut, city, goblin, bird.
itinerant	cheap, wandering, noisy, particular, industrious.
labyrinth	palace, muscle, maze, workshop, flower.
mendicant	wanderer, preacher, apprentice, beggar, doctor.
nebulous	hazy, urgent, mellow, handsome, false.
neophyte	fish, novice, nymph, chemical, tomb.
nomadic	imaginative, angry, wandering, reluctant, odd.
opulence	work, knowledge, riches, joy, liberality.
oscillate	destroy, vibrate, operate, banish, kiss.
panoply	display, view, array of books, pamphlet, armor.
redolent	colorful, stagnant, lazy, eager, odorous.
rococo	monkey, fruit, idiot, ornamentation, candy.
rebicund	head-dress, river, downcast, ruddy, uncouth.
sapience	wisdom, folly, fluid, patience, willingness.
sedulous	suspicious, diligent, weak, proud, believing.
zealot	heathen, politician, musical instrument, enthusiast, bird.

XV

MISCELLANEOUS

Correct the following sentences :

1. You will be well provided for, providing you discharge your obligations to the company.
2. Nothing else but the faithful discharge of your duty is expected of you.

3. I do not doubt but what he will prove worthy.
4. There isn't, in the entire state, but four copper mines.
5. Had the bell all ready rang when you came into the room?
6. He run and give him a copy of the program when the performance begun.
7. I shall not be very surprised if it doesn't prove to be alright.
8. I think I will stay until the end of the play.
9. After reading the books they should be returned to the library.
10. He told me of you being late.
11. I am not surprised at it having been discovered.
12. No sooner had he arrived when the performance begun.
13. He was all together satisfied.
14. They were all together and already.
15. They were all ready when we came.

XVI

MISCELLANEOUS

Make the necessary corrections in the following sentences :

1. Look ! there goes the bride and groom.
2. The entire outfit, including books, papers, pencils, etc., was furnished.
3. I don't like those kind ; do you ?
4. He played the game fair.
5. He got his money honest.
6. He wanted to set up, but in obedience to the doctor's orders he lay in bed all day.
7. The doctor insisted on him lying in bed.
8. While crossing the street in a high wind, my hat blew off of my head.
9. Here is a good opportunity for every one of we patriotic citizens to do our duty.
10. After he had lain the plan before the committee he said he wasn't sure but what it would succeed, for it seemed like most of the members of the committee, including the chairman, was disposed to consider the proposition favorably.
11. On Christmas Day every member of the family eats dinner together.

12. No one could pass through and me not see him.
13. He introduced me to a man whom I had seen somewhere but did not remember his name.
14. The climate here is not so agreeable to me as my native state.
15. Happening to be in the classroom a few minutes, the teacher explained his work to me.

XVII

MISCELLANEOUS

Correct any of the following sentences which need correction :

1. I have read quite a few books this summer.
2. He was real angry with me.
3. It looked like it would rain before morning.
4. He stays at the office most all the time.
5. He was not very interested in the lecture.
6. How many naughts are there in that number?
7. He was very enthused over the meeting.
8. I have read your last book and I like it better than any of them.
9. His books lay on the table before him.
10. Your letter was received and in reply to same we are very pleased to state that the terms are satisfactory.
11. Due to being real busy with other matters we cannot consider your proposition inside of a week.
12. He did not do the work like I instructed him to.
13. She is not near so tall as I.
14. We differ in most every respect.
15. After he swum the river he run to the shelter of the trees.
16. The company requires an entirely different system than the one I have studied.
17. The members of this sect then and now live under the laws of the United States.

XVIII

MISCELLANEOUS

Correct the following sentences :

1. He was one of the men who was willing to tell what he saw.
2. Mr. Bradley was one of the first who was given a commission.

3. The reason he voted for Mr. Williams for president of the club was because he believed him qualified by experience for the position.

4. I don't know as I ever saw a greater sight.

5. She is not as tall as me.

6. He don't think he shall be able to go.

7. It is not wise to plan on going beforehand to the party in a carriage.

8. Do you know if this book belongs to you or not?

9. The machine is no good.

10. Henry dove into the water and swam to the shore.

11. Looking north, the view is magnificent.

12. Mr. Hardy was dismissed by the manager and his two associates severely reprimanded.

13. I believed then and do now that these principles are right.

14. It would be better for you to take the money than Mary.

15. We always have, do now, and ever shall respect him.

16. Happening to be near her, my attention was attracted by a red rose in her hair which I am sure she did not have when she came in.

XIX

MISCELLANEOUS

Make any corrections which are needed in the following sentences :

1. Mr. Smith is a man who, due to his public service, the people like to honor.

2. I can lift this sack of sugar easier than you.

3. By pointing out his faults, even in the most friendly manner, would only irritate him.

4. He was too shocked to reply.

5. Don't feel too elated over a victory or too discouraged by a defeat.

6. He was not able to tend to all the business.

7. We hadn't been gone hardly five minutes when the alarm sounded.

8. He handed me the match-box but there were none in it.

9. There was a mechanical device on the table, which consisted of three steel springs and a hoop.

10. Their soldiers are as well if not better equipped than ours.
11. You will find this preparation to be as good or better than any you have ever used.
12. After traveling all day, a farmer, who lived in a cottage near by the road, offered us lodgment for the night.
13. Being very hungry, a kind-hearted man offered to give me an orange.
14. While waiting at Eighth and Locust streets for a car, the new library building attracted my attention.
15. The story was interesting, well written, and had a wonderful climax.
16. He has a strong character, a fine mind, and is highly respected in his profession.
17. The reason he gave for not being present was because he disliked the speaker.
18. A great event in a lawyer's life is when he wins his first case.
19. He is seldom ever correct in his judgments.
20. No sooner had we reached the house when the rain began to pour in torrents.
21. Drawing closer to the fire, she laid on her last stick of wood.
22. Go and fetch me the book which is lying on the table in the study.
23. The number 901 may be read *nine-naught-one*.
24. That little curl which though so small seemed to be the very essence of her loveliness and charm.

APPENDIX C

ENGLISH ACCURACY TEST

NOTE: The following test has been given to a great many pupils. The median number of errors made by the first thousand college freshmen to whom it was given was 68. A pupil who makes fewer than 30 errors (when the test is taken at the beginning of the year) has a very good score; the pupil who makes more than 100 errors has a very poor score. The test is made up of a series of exercises which will be valuable for class study and which will supplement the exercises presented in the preceding pages.

ENGLISH ACCURACY TEST

I

Mark all errors in the following (errors in grammar, errors in spelling, typographical errors, etc.) by writing the correct form just above the mistake:

ra

EXAMPLE: This line contains a typogarchical error.

1. Everbody should try and have their work done promptly, for promptness, as we all know, is one of the first rules of success. Also remember that "Everything has it's place." When the days work is over, leave the workroom in perfect order.

2. Each one of you are requested to be regular in the practice of

health exercises. It does no good to say, "I wish I was healthy, unless that wish leads you to develope regular and proper habits of daily living. Please do not loose sight of these important facts.

II

Some of the following words are misspelled. Write the correct spelling after each misspelled word.

admissible_____	parrafin_____
auxilliary_____	parallel_____
benefitted_____	pharnyx_____
Brittian_____	proffessor_____
commissary_____	rythm_____
consensus_____	lillies_____
Deleware_____	sieze_____
dissappointed_____	sieve_____
ecstasy_____	supersede_____
excell_____	tariff_____
exhilation_____	tranquillity_____
Galilean_____	truly_____
irresistible_____	until_____
lightning_____	vermilion_____
occurrence_____	welfare_____

III

1. Insert quotation marks, apostrophes, and question marks where they are needed:

a). Well, he said, its probably a good business proposition; but we wont decide the matter without further information. Can you get ■ copy of the last report by four oclock.

b). Yes, replied the agent, and if you will consult the chapter on *References* in Volume III of *Mortgages, Titles, and Transfers*, you will be convinced of the reliability of the firm.

2. Insert commas and semicolons where they are needed:

a). James was writing about Napoleon's exile Henry Magellan's voyage and Charles Washington's winter at Valley Forge.

b). Men who have never known failure cannot appreciate success.

IV

In the following sentences some of the italicized words are wrongly used. Wherever a correction is needed, write it in the blank at the end of the sentence:

1. The ships could not be seen *due* to the smoke screen. _____
2. Your book is different *than* mine. _____
3. It seemed *like* the rain would never stop. _____
4. We have nothing in the room *but what* is needed for the experiment. _____
5. One thousand is written with three *aughts*. _____
6. No *human* is capable of accomplishing so much. _____
7. The fox hunt is condemned by many on the ground that it is not *human*. _____
8. Their relationship was one of *mutual* friendliness for more than twenty years. _____
9. The reason for the president's refusal to sign the bill did not *transpire* until several months later. _____
10. *Either* one of the three colors will be satisfactory. _____

V

Insert the proper form of the pronoun in the following sentences:

1. All of _____ girls were pleased (we, us).
2. He did it for you and _____ (I, me).
3. _____ is wanted? _____ or _____ ? (who, whom; he, him; I, me).

4. _____ did you call? _____ or _____?
(who, whom; he, him; I, me).
5. Admit _____ comes (whoever, whomever).
6. He is a native of Missouri, like you and _____ (I, me).
7. He does as much work as you or _____ (I, me).
8. _____ did you say is to be our guide? (who, whom).
9. _____ did he say he wished to see? (who, whom).
10. Do you object to _____ reading the letter? (my, me).

VI

Indicate the pronunciation of the following words by dividing them into syllables and showing where the primary accent falls. Also, mark the long and short vowels in the accented syllables.

EXAMPLE: Babel *Bā'bel*.

acclimated _____	Herculean _____
aspirant _____	grimace _____
Babel _____	incognito _____
comparable _____	precedence _____
data _____	exquisite _____
horizon _____	sesame _____
chastisement _____	alias _____

VII

1. Write the meaning of the following abbreviations:

N. B. _____	i. e. _____
cf. _____	e. g. _____
d. _____	viz. _____
Mme. _____	lb. _____

2. Write the plural of:

alumna _____	Q _____
spoonful _____	focus _____
solo _____	memorandum _____

3. Write the singular of:

pence _____ dice _____
 data _____ bacteria _____
 phenomena _____

VIII

Supply the *right form* of the *right verb* in the following sentences:

EXAMPLE: After he *dived* into the water, he *rose* to the surface and *swam* toward the opposite bank (dive; rise, raise; swim).

1. The price of wheat has _____ fifty cents (raise, rise).
2. After he had _____ as far as the bridge, he _____ his friend goodbye (ride; bid).
3. He _____ where he had _____ (lie, lay; fall).
4. The river had _____ in the night and had _____ its banks (raise, rise; overflow).
5. The sun _____, like a king, on his throne of burnished cloud (sit, set).
6. The beggar had _____ the water and _____ the crust of bread (drink; eat).
7. The rocks have _____ there for centuries (lie, lay).

IX

Place a check mark over the errors in capitalization in the following sentences:

1. Read chapter II in "the history of the american colonies."
2. He is a student of indian languages, french literature, and mathematics.
3. According to the catalogue, the course is called latin prose composition.
4. Dr. Dudley, professor of english, spent the summer in the east.
5. Sidney was elected captain of the high school baseball team last spring. His picture was in the *Moniteau herald*.

X

In each of the following pairs of sentences, one sentence is correct and the other is incorrect. Place a check mark in front of each sentence which is *correctly* written:

1.

—a). After framing the pictures, they should be hung carefully on the wall.

—b). After the pictures are framed, they should be hung carefully on the wall.

2.

—a). He sent me a book which I read but cannot remember the title.

—b). He sent me a book which I read but the title of which I cannot remember.

3.

—a). The house was colonial in design, with white pillars, broad gables, and very large.

—b). The house, which was very large, was colonial in design with white pillars and broad gables.

4.

—a). While riding in the airplane, the buildings looked like toy houses.

—b). Seen from the airplane, the buildings looked like toy houses.

5.

—a). He thought that we could not get through the front hall without his hearing us.

—b). He thought that we could not get through the front hall and him not hear us.

APPENDIX D

SAMPLE WORD LISTS

I. VOCABULARY LIST

The following words are selected from a composite list of unfamiliar words encountered by the members of an English class in the course of six days' reading.¹ Test *yourself* with this list. How many of the words do you know?

ablution	atrophy	coronal
abridgment	authentic	corpulent
abrogate	avatar	corroboration
abscond	avidity	covert
acrimonious		credence
acrostic	belligerent	criterion
affable	blatant	cult
agnostic	bucolic	cupidity
alacrity	buoyancy	cursor
alchemy		cynical
alleviation	category	
amalgamation	ceramic	decadent
amenable	chronological	decatalogue
amity	coercion	delete
anachronism	colossal	denizen
anemic	compendium	derogatory
antithesis	complacent	diatribe
apathy	connotation	didactic
aphorism	consummation	dilatory
asceticism	contiguity	dilettante
asperity	copious	discursive

¹By "unfamiliar words" are meant (1) those words which the reader recognizes as *new in his experience*, and (2) those words which, though he may have encountered them frequently, he *cannot satisfactorily define*.

dissemination	imbue	neolithic
dissension	imperturbable	neophyte
drastic	impetus	nocturnal
dubious	incipient	nomadic
	incredulous	nonchalance
ebullition	incubus	nugatory
elicit	incumbent	
elide	indices	oblivious
emulate	inertia	obsequies
enigmatic	inexorable	obsolescent
ephemeral	infallible	obviate
epicurean	inherent	occult
epigram	inimical	opprobrium
epithet	inscrutable	opulence
equivocate	insignia	oriflamme
eradicate	invidious	orison
erudition	irascible	orthodox
evanescent	itinerant	oscillate
exhortation	juggernaut	ossify
exonerate	juxtaposition	ostracize
expedient		
exuberant	labyrinth	
	lacerate	palliate
facetious	lachrymose	pandemonium
federal	lackadaisical	panegyric
felicity	laconic	panoply
festooned	latent	pecuniary
flagrant	linguistic	peremptory
fluctuate	loquacious	perfunctory
forensic	lucid	philology
frugal	ludicrous	pibroch
		potential
gargoyle	mediocrity	precarious
garrulous	mendicant	precocious
gnome	meticulous	precursor
gratuitous	mnemonic	predilection
gregarious	mooted	premonition
	mosaic	prerogative
homogeneous	mundane	promulgate
horoscope	munificent	propinquity
		propitious
iconoclast	nebulous	proximity
imbibe	nemesis	

pseudo	skeptical	trepidation
pulchritude	sedulous	tryst
	shibboleth	
quandary	solvent	ubiquity
quixotic	sporadic	umbrage
	stagnate	unalloyed
recreant	stipulate	urbanity
redolent	strategic	
refulgent	subterfuge	vacillating
renovate	succinct	versatile
reticent	surreptitious	vicissitude
ricochet	surveillance	virtuoso
rococo	sycophant	vituperation
rubicund		voluble
rubric		voracity
ruminative	tantamount	votary
rusticate	tautology	
	tentative	
sapience	termagant	zealot
satellite	terrestrial	zenith

II. SPELLING LIST

It is often desirable to have, for purposes of class drill, a list of words which have proved to be "trouble-makers" in spelling. The following list, which has been developed largely from misspelled words in students' themes, has been found helpful in connection with group spelling practice.

abeyance	alley	angle
abscess	all right	Antarctic
accede	ally	apologize
accelerate	already	appearance
accessible	altar	aqueous
accidentally	alter	ascetic
accommodate	alumna, alumnæ	athletics
acetic	alumnus, alumni	attacked
across	analogous	augur
acquiesce	ancestor	auspicious
admissible	angel	auxiliary

avoidupois	cite	dinning
awkward	clothes	disappointed
	cloths	dissipate
balance	coarse	dual
balloon	coercion	duel
barbarous	coincide	dyeing
baring	colander	dying
barrel	colossal	
barring	coming	eccentric
battalion	commissary	ecstasy
bazaar	commission	eligible
beginning	committed	elimination
belligerent	committee	ellipse
beneficiary	comparatively	Elysian
benefited	complement	embarrass
bicycle	compliment	eminent
bilious	conscientious	ennui
bizarre	consensus	envelop
born	corollary	envelope
borne	corpuscule	etiquette
bouillon	council	exaggerate
boundary	counsel	excel
bourgeois	course	exhilaration
breath	crucible	existence
breathe	cruiser	
Britain	cylindrical	Fahrenheit
buoyancy	cynosure	faucet
business		finally
	dairy	forbade
calendar	deference	forty
canvas	Delaware	fuchsia
canvass	dependent	
capital	descendants	Galilean
Capitol	desert	gambling
cavalry	dessert	gamboling
changeable	develop	garrulous
changing	development	gauge
chauffeur	diaphragm	geyser
choleric	diary	gherkin
choose	dilapidated	grammar
chose	dilemma	granary
chosen	dining	grievous

guard
guttural

Hawaiian
height
hemorrhage
holiday
horoscope
hygiene
hyperbole
hypocrisy
hypotenuse

icicle
imminent
indelible
ineffable
inferred
ingenious
ingenuous
inimical
inimitable
inoculate
instance
instants
integral
intelligent
intercede
irrelevant
irresistible
isthmus
isosceles
itinerant

jewel

khaki
kilogram

laboratory
labyrinth
larynx
lead

led
leisure
license
lien
lightning
lilies
lineament
liniment
loose
lose
losing

Macaulay
mackerel
maintenance
Marseilles
mayonnaise
medicinal
mien
millennium
miscellaneous
mischievous
missile
misspelled
Mohammedan
mortise
mucilage
murmur
muscle
mussel

necessary
ninety-nine
nonchalant
nowadays

occasionally
occurred
occurrence
odor
Odyssey
omelet

omitted
onerous
opaque
opportunity
orchid
origin
orison
oscillate

palate
palette
paraffin
parallel
paraphernalia
Parliament
pavilion
perform
permissible
personnel
perspire
phalanx
pharynx
phlegm
picnic
picnicking
Pittsburgh (Pa.)
plain
plane
Pompeii
porcelain
prairie
precede
precipitate
precocious
prejudice
preparation
principal
principle
privilege
procedure
proceed
prodigy

professor	scythe	Thames
promissory	secede	their
prophecy	seize	there
prophecy	sense	to
psaltery	separate	too
pseudo	sergeant	tragedy
pursue	shining	tranquillity
	siege	transferred
quandary	sieve	truly
querulous	silhouette	tryst
quire	similar	tyranny
	simile	
raisins	site	umbrella
really	souvenir	unanimous
receipt	sovereignty	until
receive	stationary	usually
reciprocal	stationery	
reciprocity	statue	vacuum
recommend	stature	valise
reconnoiter	statute	vegetable
referred	straight	veracity
Renaissance	strait	vermilion
rendezvous	strategic	vertical
repellent	subpoena	vice versa
rescind	suburbs	victuals
resurrection	suede	vilify
resuscitate	sumac	villain
veille	supercilious	
rhythm	supersede	weird
ricochet	syllable	welfare
rinse		wintry
rite	taciturn	woolly
	tariff	writing
sacrilegious	temerity	written
salable	temperament	
salary	terrestrial	yeoman
		yield

III. PRONUNCIATION LIST

What are the authorized pronunciations of the following words? Check your answer in each case by refer-

ence to a dictionary. Note especially the words which do *not* have optional pronunciations.

abdomen	cellist	elegiac
acclimated	cemetery	ennui
acumen	cerebrum	epitome
address	cerement	equator
ad infinitum	chameleon	err
adult	chamois	errata
advertisement	choleric	etiquette
alias	clandestine	exponent
alma mater	clematis	express
almond	clique	exquisite
alternate (adj.)	combatant	extant
amateur	commandant	eyrie
anemone	communist	
apricot	comparable	finance
apropos	complaisance	flaccid
aqueous	concentrate	
arbutus	conduit	gaol
archangel	conjugal	gape
ascetic	courtier	gasoline
aspirant	culinary	genealogy
Aurora Borealis		genuine
automobile	daguerreotype	gladiolus
auxiliary	data	granary
aviator	deaf	gratis
	débris	grimace
Babel	décolleté	guardian
baton	deference	
Belial	deficit	halcyon
bestial	demonstrative	height
blackguard	dessert	herb
bona fide	desuetude	Herculean
bouquet	desultory	homage
bravo	detail	hospitable
	dishabille	humor
callope	docile	hyperbole
cantonment		
caramel	economics	idea
caricature	ego	illustrate

impious	nape	recess
implacable	New Orleans	rendezvous
impotent	nonchalant	repartee
indecorous	nonpareil	reveille
indefatigable		robust
indissoluble	obligatory	romance
infamous	oboe	
inquiry	orchestral	sacrifice
interesting		sacrilegious
inveigle	pageant	sesame
irremediable	papacy	Shavian
isolate	patronage	sinecure
	patronize	sloughed
jugular	penchant	solace
juvenile	peony	sovereign
	Philemon	squalor
khaki	pianist	St. Helena
	pianoforte	
laboratory	piazza	tercentenary
leisure	piquant	trio
lever	plagiarism	turquoise
library	plait	tulle
loci	Pleiades	
lyrist	poignant	umbrella
	porcelain	
margarine	preferable	valet
mauve	prelate	
menagerie	prelude	wassail
mineralogy	prima donna	wont
mirage	probity	
mischievous	profile	xylophone
mistletoe	Proserpine	
mobilize		yacht
mustache	quay	
	quinine	zoölogy

APPENDIX E

SUGGESTED TOPICS FOR COMPOSITION

Regular practice in composition should be a required part of the course. Following is a list of topics for class assignment in written and oral work:¹

I. A letter or an extract from a letter——

1. To a friend in another school telling about some student activity in which you are interested.
2. To your congressman urging him to support—or oppose—a certain bill in the legislature.

NOTE: This use of the letter as a form of composition may be endlessly varied. It adapts itself to numerous types of subject-matter.

II. A few pages from your journal giving your impressions of——

1. Your first class in Latin (or any other subject).
2. Your first dancing lesson.
3. A new friend.
4. A book you have just read.
5. A musical concert.
6. An afternoon at the beach.
7. The party.
8. March weather.
9. The statue of Liberty.

¹All occasions for thought expression are opportunities for English practice. Such occasions arise in history, mathematics, science, and every other department of study. The responsibility for enforcing the standards of good English, therefore, falls on all departments alike—not on the English department alone.

In making assignments in composition it is desirable to use, so far as possible, *natural situations for expression*. The types of composition suggested in this list of topics are, for the most part, those types most closely related to actual use.

The subjects listed under "Round-table discussion," "Formal speech," and "Familiar essay" are suggested as titles and are capitalized accordingly.

III. An explanation (either oral or written) of——

1. How you prepare for an examination.
2. What your new duties are.
3. How to make cream puffs.
4. How to set type.
5. Your reasons for believing the profession of —— offers especially fine opportunities to young men (or women).
6. How to make paper flowers.
7. How to construct an aërial.
8. How to go from Chicago to Panama by water.
9. How to find one's way from one place (e. g., the railway station) to another (e. g., where you live).
10. How to play a certain game (e. g., cricket, golf, or dominoes).

IV. An informal report (either oral or written) on——

1. A meeting you have attended.
2. An experiment you have observed (or performed).
3. Your vacation trip.
4. An interview with the Weather Man.
5. A new book which you have just finished reading.
6. The work of a committee to which you belong.

V. A short speech for a special occasion, such as——

1. Giving a toast.
2. Responding to a toast.
3. Presenting a gift (e. g., to the retiring president of a club).
4. Introducing a speaker.

VI. A story or an anecdote (either oral or written):

1. A personal experience.
2. The retelling of a short story.
3. Relating a humorous incident.
4. An original short story.

VII. A round-table discussion on——

1. Novels and Novelists of To-day.
2. Plays and Playwrights of To-day.
3. Interesting Books of Biography.
4. Foreign Education.
5. The War Debts of the World.

6. Student Government.
7. The Moving Picture Industry.
8. The Child Welfare Movement.
9. The Rural School Problem.
10. Professional Opportunities.

VIII. A formal speech (or oration) on——

1. Will Honor Systems Work?
2. Is There a Cure for War?
3. Movements for Independence.
4. Lessons from Lincoln.
5. The American Theory of Education.
6. Good Citizenship and Law Enforcement.
7. Standards for Measuring Social Progress.
8. Liberty and Law.
9. Intolerance in America.
10. Education in Thrift.
11. The True Nationalism.

IX. A familiar essay:

NOTE: If time permits, a short study of the familiar essay should precede the assignment of exercises based on the following titles. The reading of a few selected essays will probably be sufficient to give the student a general appreciation of the style of this type of composition.

1. This Thing Called Education.
2. Our Most Admirable Faults.
3. "Practical" Jokes.
4. A Case Where Thinking Makes It So.
5. A Forward March.
6. Wearing the Green.
7. On Giving Advice.
8. On Make-Believe Martyrs.
9. On the Necessity of Being Bored.
10. Preparing for a Vacation.
11. Teacherisms.
12. On Lost Games.
13. The Art of Giving.
14. On Recovering from Love Affairs.
15. Portraits.
16. On Turning Corners.

17. On Putting Up Curtains.
18. Atmosphere.
19. Youth and the Veto.
20. On a Scrap Book.
21. Warm Feet and Other Comfortable Subjects.
22. A Beginner in the Solo Class.
23. Shoes Have Tongues.
24. On Snipe Hunting.
25. Clothes as a Manner of Expression.
26. On the Inclination to Laugh.
27. On Magazine Covers.
28. On Tail Lights.
29. On Forgetting Birthdays.
30. On People Who Sing Before Breakfast.
31. On Thinking Seriously.
32. On Being Someplace Else.
33. Three Bags Full.
34. The Family Tree of a Word.
35. Etiquette vs. Good Manners.
36. The Most Romantic Moment of My Life.
37. Years Ago, When We Were Children.
38. The Gift of Saying Things.
39. The Lasting Flavor.
40. On Love Letters.
41. Powder Puffs and Priscilla.
42. Superstition.
43. Outgrowing Your Family.
44. Tuning In on Dreamland.¹

¹This list of titles may easily be expanded by collecting suggestions from the class. A list of 250 subjects for familiar essays appears in the Appendix of Tanner's *Essays and Essay-Writing*, published by the Atlantic Monthly Press, Boston.

APPENDIX F

OUTLINES

An outline may be defined as an effort to *think through* a subject by selecting the outstanding points, or main divisions, and by discovering the supporting ideas by which the main points may be developed. It assists in gaining a clearer conception of the subject. It is an important aid in securing the proper arrangement of material. It enables one to think in brief units of subject-matter without becoming confused by the many details which may be introduced by way of elaboration. Even though one does not resort to the use of a *written* outline, he is guided in the development of his composition by continual reference to a *mental* outline which serves as a tentative plan for the composition. This plan is modified, of course, as the writer's conception of his subject grows.

An outline may be used not only in developing one's own composition, but also in gaining a clear understanding of the content of an article assigned for reading. If the outline form is followed in taking notes on such articles, the relationship of ideas will be effectively established in the reader's mind and the major points more clearly emphasized.

There are several acceptable forms which may be used in making an outline. The system of numerals and letters which is illustrated below is recommended:

I.

II.

A.

B.

1.

2.

a.

b.

(1)

(2)

(a)

(b)

Following is a sample outline based on Chapter I of Seward's *Note-Taking*.¹ This chapter was selected for use because of the value which the student may derive from the practical suggestions which it contains.

I. There are three false notions about note-taking :

A. Some persons think that *ideal* notes should be *full* notes, but

1. Full notes would be too bulky,

2. They would require too much time for review, and

3. Much of the material given is not important enough to record.

B. Some persons think that scanty jottings are sufficient, but

1. Such extreme brevity would not enable one to recall the original substance.²

C. Some persons hold that note-taking should be done away with entirely, but

1. Only the exceptional mind is capable of unaided memory,

2. Review would be very difficult without notes, and

3. The tendency toward vagueness and inaccuracy would be encouraged.

¹S. S. Seward, *Note-Taking*. Boston, Allyn and Bacon.

²See note on page 157.

- II. The true ideal in note-taking is to stimulate the listener's thought and make him more alert and accurate.
 - A. If notes are to accomplish this purpose, one's mind must be busy with queries and comments.
 - B. The notes themselves will indicate by their character the degree to which this purpose has been accomplished.
 - 1. They should be illuminating to one who has not heard the lecture.
 - 2. They should clearly emphasize the important points.
 - 3. They should show the relationship of ideas.
 - 4. They should be brief and accurate.
 - C. It is important to adopt this ideal even though it is impossible to attain fully the standards set.
- III. There are two kinds of note-taking :
 - A. Taking notes on lectures, and
 - B. Taking notes on readings.

The full-sentence form gives the greatest possible clearness to an outline. It is possible, however, to reduce the outline to simpler terms; for example, Division I of the foregoing outline may be written as follows :

- I. False notions about note-taking.
 - A. Should be very full.
 - 1. Objections :
 - a. Too bulky.
 - b. Too much time for review.
 - c. Much material unimportant.
 - B. Should be mere jottings.
 - 1. Objection :
 - a. Not sufficient for recall.¹

¹In nearly all cases in which subheads are used two or more coördinate items are required. This usage, however, is by no means compulsory or universal. The logic of the situation may call for the subordination of a single item as here illustrated.

APPENDIX G

FOURTEEN POINTS ON GOOD MANUSCRIPT FORM

1. Strive to make your handwriting neat and legible.
2. Write with ink on white paper (about $8\frac{1}{2}$ x 11 inches).
3. Write on only one side of the sheet.
4. If your manuscripts are typewritten, the lines should be double-spaced.
5. Write the title on the first line of the first page (usually about an inch and a half from the top) and begin the first paragraph of your composition on the second line below the title.
6. In the upper right-hand corner of the first page, write your name, the name and number of your course, and the date. **Your** name should appear on each sheet of the manuscript, but it is not necessary to place the name of the course and the date on any page but the first.
7. Leave a uniform margin (usually from an inch to an inch and a half) at the left of the page. At the right of the page leave a narrower margin (from a quarter of an inch to one-half of an inch) as nearly uniform as possible.
8. Do not overcrowd the page by writing too near the top or the bottom.
9. Indent the first line of each paragraph about one inch.

10. Do not fold your paper unless your teacher requests that it be folded.

11. Fasten the sheets together with paper clips.

12. Be sure that the sheets of your manuscript are arranged in the right order. Number each page except the first.

13. Do not mar your paper by numerous erasures and insertions. If it is necessary, however, to insert a word, indicate with a caret (^) the exact place in the line where the word belongs and immediately above the caret write the word to be inserted:

had
Maynard^ never been so greatly disturbed.

Draw a line through a word which is to be deleted. Do not enclose it in parentheses.

14. Use footnotes to acknowledge the source of quotations not acknowledged in the body of the manuscript, or to give the reader exact references for citations or allusions. The following references illustrate correct form:

¹George C. Bastian, *Editing the Day's News*, p. 51.

²Alvin Johnson, "Off the Coasts of Greece," *The Atlantic Monthly*, January, 1925, p. 131 (or: *The Atlantic Monthly*, Vol. 135, p. 131).

INDEX

A or an with kind of, 107
 Abbreviations, 65
Accept and except, 107
 Actual and intended meaning, 9
Adapted for and adapted to, 91
 Additional exercises, 120
 Adjectives and adverbs, 70
 Adjectives not compared, 75
 Adverbs, 70
 Adverbs, position of, 70
Affect and effect, 107
Aggravate, 107
 Agreement of pronoun and antecedent, 78
 Agreement of verb and subject, 83
All right, 68
Alone for only, 107
 Ambiguous construction, 7
 Ambiguous co-ordination, 8, 11
Among and between, 91
And used excessively, 98
Angry at and angry with, 92
Another than, 92
 Antecedent and pronoun, 78
Ante meridiem, 43
Any for all, 107
Any good, 72
 Apostrophe, illustrative uses, 45
 Apostrophe in compound expressions, 47
 Apostrophe used to form plurals, 46
 Apostrophe with pronouns, 47
 Appendices, 115
 Appositives not set off by commas, 57
 Arrangement of ideas, 28
As [good] as or [better] than, 92
 Attention to new words, 14
Aught and naught, 107
 Auxiliaries, misuse of, 88
Avenge and revenge, 107
Avocation and vocation, 107

Balance, 107
Because with reason, 92
Beside and besides, 92
Between, 91
Both and alike, 108
 Brackets, use of, 63
But what, 92

 Capital letters, 40
 Capitalizing for emphasis, 43
 Capitalizing words in titles, 42
 Case, 81
 Cautions and notes on punctuation, 62
 Cautions—
 in regard to clearness, 34
 in use of apostrophe, 46
 in use of capitals, 42
 in use of comma, 54
 in use of quotation marks, 49
 "Chain" sentence, 98
 "Choppy" sentences, 99
 Clearness, 3
 Clearness and correctness, 39
 Clearness, obstacles to, 7
 Clearness of impression, 23
 Collective nouns, 83
 Colon, uses of, 59
 Comma, uses of, 52-57
Compare with and compare to, 92
 Comparisons with the familiar, 25
Completed, 108
 Complicated sentence structure 17
 Compound numbers, 67
 Compound subjects, 84
 Concrete illustrations, value of, 27
 Conditional clauses, subjunctive in, 90
 Confused meanings, 12, 13
 Conjunctions and prepositions, 91
Contemptible and contemptuous, 108
Continual and continuous, 108

- Co-ordination of relative pronouns, 80
 Correct English, importance of, 39
 Correctness and clearness, 39
 Correctness, what it includes, 40
 Correlative conjunctions, 91
Credible and *credulous*, 108
- Dangling expressions, 8
 Dash, uses of, 61
Decided and *decisive*, 108
 Definitions, clearness in, 22
 Definition test, 131
 Deity, reference to, 43
 Derivation of words, 16
 Derivatives from proper nouns, 42
 Details, omission of, 22
 Diction, mistakes in, 107
 Dictionary test, 105
 Dictionary, use of, 105
Different from, 92
Differ with and *differ from*, 92
 Directions, when capitalized, 43
 Disconnected adjectives, 96
 Disconnected gerund phrases, 95
 Disconnected participles, 95
Disinterested and *uninterested*, 108
Don't, 83
 Double negatives, 73
Due, 92
- Each other* and *one another*, 108
Either. . . . or, 84
Elegant, 108
 Ellipses, 63
 Elliptical clauses, 8, 10, 96
Else with than, 92
 "Emotional" superlative, 72
Employed in and *employed at*, 93
Enamored of, 93
 English accuracy test, 137
Enormity and *enormousness*, 108
Enthuse, 108
 Enunciation, 5
 Errors in use of prepositions and conjunctions, 91
 Errors in verb forms, 87
Etc., 108
 Etymology, 16
Ever with seldom and *rarely*, 108
Except and *accept*, 108
Exceptional and *exceptionable*, 108
- Exclamation point, 52, 62
 Exercises:
 Accuracy test, 137
 Adjectives and adverbs, 71, 76, 126, 127
 Ambiguous co-ordination, 11
 Apostrophe, 47, 124
 Capital letters, 43, 44, 121
 Case, 82, 125
 Choosing the exact word, 14
 Clear enunciation, 5
 Definitions, 22
 Definition test, 131
 Dictionary test, 105
 Disconnected expressions, 10
 Distinguishing between rising and falling inflections, 6
 Distinguishing between meanings of words, 13, 131
 Effective comparisons, 25
 Elliptical clauses, 10
 Essential details, 23
 Irrelevant matter, 20, 21
 Logical association, 19, 20
 Miscellaneous, 132, 133, 134, 135
 Misplaced modifiers, 11
 Mixed figures of speech, 27
 Order of essential details, 30
 Order of sentences, 30
 Orderly arrangement, 30
 Original meanings of words, 17
 Plurals, 120
 Position of adverb, 77
 Prepositions, 129
 Pronouns, 80, 124
 Pronunciation, 106, 148
 Proper use of words, 129, 130
 Punctuation, 63, 122
 Quotation marks, 51
 Rearrangement of ideas, 29
 Revising ambiguous sentences, 9
 Round-table discussion, 21
 Sentence completion, 18
 Sentence structure, 103
 Simplifying constructions, 18
 Spelling, 69, 145
 Spelling and abbreviations, 67
 Transitional elements, 32
 Transitive and intransitive verbs, 87
 Vague and ambiguous reference, 10

Vagueness of impression, 24
 Verbs, 86, 88, 90, 127
 Vocabulary list, 15, 143
 Words to define, 106
Expect, 108

Failure to recognize antecedent, 85
 Failure to recognize subject, 85
 Failure to utilize the known, 25
 False associations, 15
 False meanings of words, 15
Falseness and *falsity*, 109
 Faulty reference of pronouns, 7
Feel bad, 71
Fetch, 109
 Figures of speech, 25, 26
 Fixing a new word in mind, 14
 Flat adverbs, 73
 Foreign plurals, 84
 Form for outlining, 156
 Fractions, 67
 Fragmentary sentences, 101
Further and *farther*, 109

Get, 109
 Giving directions, 21, 29
Got, 109

Have, interpolation of, 88
Healthful and *healthy*, 109
His or *her*, 78
Human and *humane*, 109
 Hyphen, use of, 66

Ideas, arrangement of, 28
 Ideas, vagueness of, 23
If for *whether*, 93
 Illogical arrangement, 28
Illy, 109
 Important details, omission of, 22
 Impression, clearness of, 23
 Improper co-ordination, 97
 Improprieties, etc., 107
In and *into*, 93
 Incomplete sentences, 100
 Indefinite *you*, 77
 Independent clauses not joined by conjunction, 58
 Indirect quotation, 50
 Individual spelling list, 68
 Infinitive after verbs of intention, 89
 Inflection of voice, 6

Ingenious and *ingenuous*, 109
 Inserted explanatory matter, 63
Inside of for *within*, 93
 Interrupted quotations, 49
 Interruptions indicated by dash, 61
 Irrelevant material, 19

Kind of for *rather*, 109
Kind with *these* and *those*, 72

Last and *latest*, 109
Less and *fewer*, 109
*Liab*le, 109
Like, 93
 Limited vocabulary, 14
 List of common errors, 117
 Lists of words for study, 143
Locate, 109
 Logical associations, 19
 Logical relationships in sentences, 94
Luxuriant and *luxurious*, 110

"Malapropism," 12
 Manuscript form, 158
 Marks of punctuation, 50
 Miscellaneous notes on punctuation, 62
 Misplaced modifiers, 8, 11, 96
 Mistakes in diction, 107
 Mixed figures of speech, 26
Most for *almost*, 110
Mutual and *common*, 110

Naught, 110
Necessary to, 93
 Negatives, 73
Neither one and *either one*, 110
Neither. . . . *nor*, 84, 93
Never, 73
 New words, attention to, 14
No good, 72
 Nominative case, 81
None, 110
No sooner than, 93
 Notes and cautions in punctuation, 62
Nothing else than, 92
 Noun clauses, subjunctive in, 90
 Nouns plural in form and singular in meaning, 84

O and *Oh*, 110
 Obstacles to clearness, 7

- Of* used superfluously, 110
 Official names, capitalization of, 42
 Omission of important details, 22
 Omission of *other*, 71
 Omission of period, 62
 Omission of preposition, 96
 Omission of verb, 96
Only for *except*, 110
 Orderly arrangement, 30
 Organization, plan of, 29
Ought, 89
 Outlines, 155
Outside of for *except*, 93
 Overpunctuation, 57
- Parallelism, 97
 Parentheses with other marks of punctuation, 63
 Parenthetical expressions, 63
 Partial quotations, 55
Per, 110
 Perfect infinitive, misuse of, 89
 Period with parentheses, 63
Perpendicular and *vertical*, 110
 Person of *who*, 85
 Phrases and clauses misplaced, 96
 Plan of organization, 29
Plan on, 110
 Plural of numerals, 46
 Plural or singular noun?, 102
 Plurals, foreign, 84
 Position of adverbs, 75
Possessed of, 93
 Possessive form, 46
 Possessive of compounds, 47
 Possessive with *gerund*, 81
Post meridiem, 43
Practical and *practicable*, 110
Preliminary to, 93
 Preposition at end of sentence, 91
 Prepositions and conjunctions, 91
Preventative, 110
 Principle of unity, 19
 Pronouns, 77
 Pronouns, faulty reference of, 7
 Pronunciation, 106, 148
Propose and *purpose*, 110
Proven, 110
Provided and *providing*, 93
 Punctuation at end of sentence, 52
 Punctuation "by feeling," 51
- Question mark, 52, 62
Quite, 110
 Quotations, direct and indirect, 50
 Quotation marks, 48, 50
 Quotation, punctuation before, 55
- Reading pauses not safe guides, 57
Real, 74
 Redundant adverbs, 76
 Redundant use of pronoun, 79
 Reference, vague or ambiguous, 10
 Reflexive pronoun, 79
 Regular and irregular verb forms, 87
 Relative clause with *one of*, 85
 Relative pronoun, reference limitation of, 79
 Restrictive clause, 56
- Same* as a pronoun, 111
 Sample word lists, 143
 Semicolon, uses of, 58
 Sentence structure, 94
 Separation of subject and verb, 85
 Series *a*, *b*, and *c*, 54
Shall and *will*, 89
 Shift from plural to singular noun, 102
So. . . . *as*, 93
Some for *somewhat*, 111
 Spelling, 64, 145
 Split infinitives, 75
Stimulant and *stimulus*, 111
 Striving toward clearness, 3
 Study of words, 105
 Subjunctive, use of, 90
 Suggested topics for composition, 151
 Summarizing suggestions concerning clearness, 34
 Superfluous negatives, 73
 Superlative, excessive use of, 72
 Superlative with *two*, 72
 Suspense, types of, 61
Suspicion for *suspect*, 111
 Synonyms, distinguishing between, 13
- Tangled sentences, 102
 Tenses, 89
Than after *no sooner*, 93
Than with *another* and *other*, 92
This and *that*, 72

- Titles of respect, 43
- Tongue-twisting sentences, 4
- Too* and *very* with past participles, 74
- Topics for composition, 151
- Transitive and intransitive verbs, 86
- Transitions, 31
- Try and*, 93
- Transpire*, 111
- "Turn to the Right," 117
- Two reasonable possibilities of meaning, 9
- Unity, 19
- Upward inflection of voice, 6
- Using words with wrong meaning, 11
- Utilizing the known, 25
- Vagueness of ideas, 23
- Vague or ambiguous reference, 7, 10, 100
- Vague impressions, 24
- Value of concrete illustrations, 27
- Verbs, 83
- Vocabulary, 14
- Vocabulary study list, 143
- Voice habits, 4
- Ways for way*, 111
- Weaknesses in sentence structure, 95
- Weak transitions, 31
- What correctness includes, 40
- When* and *where* clauses, 100
- Who* in first person, 85
- Will* and *shall*, 89
- Without* for *unless*, 93
- Word lists, 143
- Word origin, 16
- Words for spelling practice, 145
- Words to pronounce, 149
- Words to watch, 5
- Wrong meanings for words, 11
- Wrong tenses, 89
- You*, 77

